

DOCUMENT RESUME

ED 349 470

CE 062 053

AUTHOR Strickland, Deborah C.; And Others
 TITLE U.S. Enrollment Patterns in Secondary Vocational Education: A Status Report (1983-1990).
 INSTITUTION National Center for Research in Vocational Education, Berkeley, CA.
 SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
 PUB DATE Sep 92
 CONTRACT V051A80004-90A
 NOTE 158p.
 AVAILABLE FROM National Center for Research in Vocational Education, Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (order no. MDS-180: \$5.75).
 PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110) -- Tests/Evaluation Instruments (160)
 EDRS PRICE MF01/PC07 Plus Postage.
 DESCRIPTORS *Educational Policy; Educational Research; *Enrollment Influences; Enrollment Projections; *Enrollment Trends; High Schools; National Surveys; *State Government; State Surveys; *Vocational Education

ABSTRACT

Longitudinal enrollment data and policy information collected via three surveys between 1988 and 1990 of all states were used to profile the status of secondary school student participation in vocational programs in the United States. Participation was examined through analysis of high school and vocational enrollment trends between 1982-83 and 1989-90. These trends were then compared to changes in the states' educational policy to reveal any potential relationships between trends and policy. Data were analyzed for two primary groupings of states: those with increasing vocational enrollments (19 states) and those with decreasing enrollments (31 states). Fourteen states in the first group showed declines in overall high school enrollments. Clearly three-fourths of the second group showed much steeper declines in vocational education. An examination of policy implementation and programmatic reforms suggested that states evidencing stable or increased vocational enrollments were characterized by proactive attempts to reform or restructure vocational education. (The 25-page report is followed by extensive appendixes, including the state survey instrument and state by state enrollment data tables. These tables show high school and total vocational enrollments as well as vocational program teaching area enrollments. Appropriate percentage of change statistics are also provided.) (YLB)

 Reproductions supplied by EDRS are the best that can be made
 * from the original document. *

ED349470



National Center for Research in
Vocational Education

University of California, Berkeley

**U.S. ENROLLMENT PATTERNS
IN SECONDARY VOCATIONAL
EDUCATION: A STATUS
REPORT (1983-1990)**

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Supported by
the Office of Vocational and Adult Education,
U.S. Department of Education

CE062053

This publication is available from the:

National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455

800-637-7652 (Toll Free)

**U.S. ENROLLMENT PATTERNS
IN SECONDARY VOCATIONAL
EDUCATION: A STATUS
REPORT (1983-1990)**

Deborah C. Strickland

Donald E. Elson

Nevin R. Frantz

Virginia Polytechnic Institute and State University

**National Center for Research in Vocational Education
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704**

Supported by
The Office of Vocational and Adult Education,
U.S. Department of Education

September, 1992

MDS-180

FUNDING INFORMATION

Project Title: National Center for Research in Vocational Education

Grant Number: V051A80004-90A

Act under which
Funds Administered: Carl D. Perkins Vocational Education Act
P.L. 98-524

Source of Grant: Office of Vocational and Adult Education
U.S. Department of Education
Washington, DC 20202

Grantee: The Regents of the University of California
National Center for Research in Vocational Education
1995 University Avenue, Suite 375
Berkeley, CA 94704

Director: Charles S. Benson

Percent of Total Grant
Financed by Federal Money: 100%

Dollar Amount of
Federal Funds for Grant: \$5,675,000

Disclaimer: This publication was prepared pursuant to a grant with the Office of Vocational and Adult Education, U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

Discrimination: Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Therefore, the National Center for Research in Vocational Education project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

TABLE OF CONTENTS

Executive Summary	i
Introduction	1
Methodology	2
Results	8
Group 1 – States with Increased Vocational Enrollments	8
Group 2 – States with Decreased Vocational Enrollments	10
Impact of Policy	12
Discussion	23
References	25
Appendix A: State Survey Instrument	27
Appendix B: State by State Enrollment Data Tables	57

EXECUTIVE SUMMARY

Longitudinal, extant enrollment data and policy information collected via three survey administrations between 1988 and 1990 to each state were used in this report to profile the status of secondary school student participation in vocational programs in the United States. Participation was examined through analysis of high school and vocational enrollment trends between 1982-1983 and 1989-1990. These trends were then compared against changes in the states' educational policy to reveal any potential relationships between trends and policy.

The report begins with a methodological section detailing the procedures used for collecting and summarizing the data for each state. Results are then reported via data analyses within two primary groupings of states: those with increasing vocational enrollments (19 states) and those with decreasing vocational enrollments (31 states). Of the nineteen states with increased vocational enrollments, fourteen showed declines in overall high school enrollments. On the other hand, for the thirty-one states with declining vocational enrollments, clearly three-fourths of these states showed much steeper declines in vocational education than in overall high school enrollments. An examination of policy implementation and programmatic reforms suggests that states evidencing stable or increased vocational enrollments are characterized by proactive attempts to reform or restructure vocational education—a task sometimes complicated by reform efforts aimed at the overall delivery of public education in the states. A brief discussion of the results focuses on the sustaining, although limited, power of vocational education when proactive or reform-oriented approaches to general education reform policies are pursued. The one, methodological concern of this study, data integrity, is suggested to be symptomatic of the generally resistant response of vocational education to reform activities. This resistance to change or to consideration of the impact that *nonreform* has had on vocational education clearly handicaps the ability of these programs to continue as a viable force in secondary education.

Data summaries in this report are supported by an extensive appendix. Appendix B provides the data table for each state that was used for preparation. High school and total vocational enrollments as well as vocational program teaching area enrollments are included on each table. Appropriate percentage change statistics are also provided.

INTRODUCTION

Public demand for education reform has resulted in the implementation of new or revised education policies which appear to have influenced secondary school students' participation in vocational education. As a result, the role of vocational education in the secondary school has come under increased scrutiny and questions have been raised as to the delivery and structure of programs.

While most studies of vocational enrollments focus on regional- or state-level impacts of education reform on vocational education, the National Assessment of Vocational Education (NAVE) looked at national trends in student choice relative to participation in vocational education. According to the NAVE study (Wirt, Muraskin, Goodwin, & Meyer, 1989), secondary students planning to continue their education took substantial amounts of vocational education. More specifically, students planning to attend postsecondary vocational-technical education accounted for 26.5% and four-year, college-bound students accounted for 47.9% respectively of all vocational credits taken by high school students. In contrast, work-bound students accounted for only 25.2% of all vocational credits and only 26.4% of all occupationally specific vocational credits.

In a study conducted by Gray (1990), evidence was found that declines in central Pennsylvania high school vocational education enrollments were attributable to a shift in student preference for college preparatory courses. Gray reported that between 1985 and 1988, high school graduates completing the academic curriculum increased from twenty-eight percent to forty-six percent. During that same period, vocational education enrollments declined thirty-two percent while overall high school enrollment had a reduction of only nine percent. Gray concluded that vocational education's role may be changing in light of graduates' increasing preference for continuing their education.

Rossetti (1990) had similar findings from a study conducted among eleventh graders not enrolled in vocational education courses. An analysis of survey data collected from five high schools located in southwest Ohio indicated that the most frequently cited reason for not enrolling in vocational education was planning to go to college.

Another factor to consider in examining vocational enrollment patterns is that of demographic shifts in the nation's secondary school population. Accompanying the decline

in the numbers of students enrolled in vocational education is a corresponding general decline in the secondary school population. According to a study by Strickland, Frantz, and Elson (1990), between 1984 and 1988 vocational enrollments declined in thirty-two states. In twenty of these states, this decline was about the same or greater than that for overall high school enrollment. In the remaining states with vocational enrollment increases, overall high school enrollments either decreased (twelve states) or increased at a lesser rate than vocational enrollments (six states). Apparently, in these latter instances, policies and practices were being used successfully to improve participation in vocational education.

This document reports on a nationwide, longitudinal program of research funded in part by the National Center for Research in Vocational Education (NCRVE). The purpose of this research was (1) to explore longitudinally the status of participation in secondary vocational education, and (2) to examine the impact of concurrent education reform policies and practices on vocational education. This document is strictly a descriptive report, summarizing data on secondary students' participation in vocational education and the corresponding policies and strategies that vocational administrators identified as having had an impact on such participation. Due to the limitations of data collection and the inconsistent reporting procedures across and within states, analyses for this report focused simply on the identification of trends in statewide secondary and vocational enrollments. A journal for each state documenting education reform policies and/or reform activities provided the data for examination of policies/practice given selected patterns of vocational enrollment.

METHODOLOGY

Development of the longitudinal database for this research program began with an existing database established through an earlier, independent research project conducted by Frantz, Strickland, and Elson in 1987. For that project, longitudinal enrollment data was collected through a mail survey to each state director of vocational education asking for consistent, extant data on enrollments in vocational education and enrollments in secondary education (grades nine through twelve) for their state between 1983 and 1987. Respondents were asked to document both the source and format of all data and to indicate a contact person for possible follow up to clarify questions on the data.

Verification of the Frantz, Strickland, and Elson extant database and continuation of the data collection efforts for the longitudinal project reported in this document were accomplished through the use of individualized survey collection forms for each state. The survey was administered each year between 1988 and 1990. The individualized state surveys were comprised of three basic parts: (1) a cover sheet with general instructions applicable for use with all state surveys; (2) an enrollment data edit sheet and an enrollment data page; and (3) a policy update or supplemental information form and policy journal page(s)—see Appendix A for one example of the data collection instrument used in the 1990 survey administration. The enrollment data edit sheet fashioned for each state noted discrepancies, inconsistencies, and general concerns relevant to previously reported data and requested sources for all data. In addition, the enrollment page was used to allow each respondent to record new information for more recent school years and to correct figures for previous years as needed. The policy update form instructed each state respondent to review the attached policy journal for his/her state and to update or revise the journal as applicable. In addition, questions related to policies or strategies implemented in the states were included as needed for clarification or follow-up given previous survey information.

While data verification and continued collection of more recent enrollment and policy data were the initial concerns of this project, the need to document further the various methods of reporting vocational enrollment statistics across the states quickly became evident. Whereas, this project did not mandate a standard measure of participation or enrollment in vocational education and its separate program teaching areas, data collection depended on the reporting of extant data available from the states. Nevertheless, the researchers did encourage states (1) to report high school, total vocational and vocational program teaching area enrollments for grades nine through twelve only; (2) to report that data which was most consistent over the time period requested; (3) to identify whether the reported enrollment data represented duplicated or nonduplicated counts; and (4) to provide the specific sources for all reported data.

For reporting purposes, vocational program teaching areas were designated as agriculture, business, health, nonoccupational home economics, occupational home economics, marketing, industrial arts and trade, and industrial education. This raised several issues of concern. First, given the time frame of the study, the transition of industrial arts programs to technology education made consistent reporting or documenting of these enrollments difficult. Early on in the project, many states had not made the change

from reporting industrial arts enrollments to technology education enrollments—hence, some confusion in how to request enrollment data for this teaching area. Additionally, many states reported that industrial arts or technology education programs were considered prevocational and, consequently, this data was not included in any total vocational figures. Most of these accommodations are documented in the footnotes of each state's data table (see Appendix B). However, some states did not respond to continued inquiry about the nature of reporting changes in this area. The documentation of reporting practices for this teaching area were limited. Other problems in reporting vocational enrollments by teaching area focused mainly on the issue of definition. For example, Indiana simply does not collect data by the teaching areas as designated in this project. Rather, vocational enrollments are collected by Classification of Instructional Program (CIP) codes which often did not easily collapse into the teaching areas as defined for this study. Finally, with the advent of technical education or Tech Prep programs, special needs programs, or other state specific program designations, the need to allow for reporting of other vocational teaching program areas was required. Each state data table includes footnotes indicating the definition of these other programs, their inclusion or exclusion in the state's total vocational enrollment figure, and other pertinent information as provided by the state.

The enrollment edit sheet and data page allowed for documentation of the type (i.e., duplicated, nonduplicated, or other) of enrollment figures available for a given state, as well as for information on sources. The latter was requested to enable the researchers to ascertain consistent reporting by each state in repeated survey administrations; however, this in no way *assured* consistent reporting of data. High school enrollment for most states was nonduplicated headcounts for grades nine through twelve. As for vocational enrollment data, three *general* patterns of reporting were revealed: (1) states which provided nonduplicated counts of enrollment in vocational education such that a student counted once in agriculture was *not* counted again in any other program teaching area including agriculture; (2) states which provided duplicated counts of enrollment such that a student enrolled in two agriculture classes and one business class was counted twice in agriculture and once in business; and (3) states with a mixture of both nonduplicated and duplicated counts where duplicated counts typically characterized reporting for nonoccupational program service areas (e.g., nonoccupational home economics and technology education) and nonduplicated counts characterized reporting for occupational program service areas (e.g., agriculture, business, and marketing). Such variances in reporting practices presents major obstacles to data analysis. For example, consideration of

the proportion of total secondary school students participating in vocational education is precluded when duplicated enrollments are reported for vocational education versus nonduplicated enrollments for the total secondary school figure. In this instance, reported vocational enrollments could be much greater than reported overall high school enrollments (see Nebraska, Georgia, and Florida data tables in Appendix B) and, hence, suggest that more than one-hundred percent of all secondary students participate in vocational education!

Other reporting concerns involved acquiring data for the same grade cohorts. Some states have high school membership data for grades nine through twelve, but vocational enrollments are aggregated for grades six through twelve or eleven through twelve or some other cohort grouping. Other states (e.g., New Mexico, Tennessee, Wyoming) were unable to report enrollments for grades nine through twelve alone, using instead grade levels six through twelve or seven through twelve. The most serious concern, however, has to do with consistent reporting methods over the data collection period. More recently, several states have revised their reporting procedures to include vocational enrollment in nonfederally funded programs. One state, Alaska, has only recently implemented a formal, systematic process of data reporting while other states have revamped their processes altogether (e.g., California, Florida, Montana).

Information obtained from the surveys and from follow-up contacts regarding data definition and documentation were recorded in a footnote file. These notes were appended to each state's data table for reporting purposes. More importantly, however, these notes were critical to decisions regarding analysis of trends and/or policy information. Each survey administration included these notes on the enrollment data sheets, and state respondents were asked to review these notes carefully for accuracy and completeness. Any changes made to the footnotes between survey administrations were cleared through the appropriate respondent.

In general, all survey forms and correspondence were sent to state directors of vocational education. However, various state directors often directed their surveys to a given individual in the state department—usually one who was responsible for data collection or administrative operations. In those cases, the research staff contacted the designated individual and/or the state director as needed regarding completion of survey forms and follow-up questions. Once a survey was received, it was screened for

completeness and internal compatibility. Care was taken to be sure that vocational totals for each year were based on similar subgroups of program teaching area enrollment. For example, in the event that new categories of vocational enrollment were included in more recent years that were not present or available during earlier reporting years, the more current data was revised to be consistent with the earlier data. Typically, the revisions simply meant the deletion of industrial arts and/or other categories (e.g., special needs, not elsewhere classified, and entrepreneurship) of enrollment from the more recent vocational enrollment totals. On the other hand, initiation of new programs garnering new enrollments in vocational education generally were not deleted from vocational figures given the state indicated these enrollments were appropriate for inclusion in the sum figure.

Because of the limitations in data reporting, it should be clear that analyses were limited to straightforward descriptions of the trends evidenced on a state-by-state basis. Obviously, the data reported in this document is not a reliable source of exact enrollment figures, but given the precautions noted in this report, it can be used to indicate enrollment *trends*. Once the data was reviewed and documented as thoroughly as possible, analysis of trends was possible. Several approaches were attempted to obtain a general measure for separating the states into like trend categories, including the overall percent change between base year and most current year data, the average annual percent change over the data collection time frame, and the year-to-year percent changes. Use of the overall percent change measure was problematic in that the base year and most current year of data was not the same for all states. In addition, limiting the measure of change to only two data points overlooked the incremental changes made year to year. Use of the average annual percent change allowed inclusion of all available, consistent data points for each state. This measure was used in conjunction with analysis of year-to-year changes in vocational enrollment to determine the most accurate depiction of trends given the data available. While the average annual percent change proved to be a more acceptable measure than the overall percent change between base year and most current year data, other alternative measures should continue to be investigated.

Based on results using the average annual percent change, states were divided into two primary groups: Group 1—those states in which vocational enrollments had *on the average* increased each year and Group 2—those states in which vocational enrollments had *on the average* decreased each year. The corresponding average annual percent change for high school enrollments was then determined for each state in Groups 1 and 2. Based on

the direction of their high school trends, the states were further divided into subgroups within Groups 1 and 2. In general, four subgroups were identified within each major group. State subgroups within Group 1 (states with increased vocational enrollments) included those states where high school enrollments had decreased (Subgroup 1); increased at a rate less than the rate of increase in vocational enrollments (Subgroup 2); increased at about the same rate as vocational enrollments (Subgroup 3); and increased at a rate greater than that for vocational enrollments (Subgroup 4). Subgroups within Group 2 (states with decreased vocational enrollment) included those states where high school enrollments had decreased at a greater rate than vocational enrollments (Subgroup 1); decreased at about the same rate as vocational enrollments (Subgroup 2); decreased at a lesser rate than vocational enrollments (Subgroup 3); and increased (Subgroup 4). Average annual percent changes in high school enrollments were computed to be comparable with that computed for vocational enrollments. In other words, if only three years of data for vocational enrollments were consistently reported, the average annual percent change calculated for both vocational enrollments and for high school enrollments was based on the same time frame.

Once the subgroups were designated within each group, a matrix for each group/subgroup was developed to highlight selected policy changes and practices in the states as reported in their policy journals. The matrix included four areas of information: (1) indication of changes in high school graduation requirements, (2) indication of the use of vocational courses as alternatives for credit in academic subjects, (3) indication of negative policy influences on vocational enrollments, and (4) indication of positive influences on vocational enrollments. While high school graduation requirements represent only one component in the whole maze of reform related strategies, it continued to be the major change made in most states over the time frame of the study. Vocational courses serving as alternatives for academic credit were found to be a piece of information coincident with that on graduation requirements.

RESULTS

Group 1 – States with Increased Vocational Enrollments

Based on analysis of the available data periods for each state, nineteen states were designated as falling into Group 1. These states were further classified into four subgroups based on relative trends in high school enrollment: (Subgroup 1) states where vocational enrollment *increased* and high school enrollment *decreased*; (Subgroup 2) states where vocational enrollment increased at a *greater* rate than high school enrollment increased; (Subgroup 3) states where annual percent changes in vocational and high school enrollments were *on the average about the same*; and (Subgroup 4) states where vocational enrollment increased at a *lesser* rate than did high school enrollments. These states are listed by subgroup in Table 1 with their average annual percent changes in vocational and high school enrollments.

Fourteen states were identified in the first subgroup (vocational enrollment increased and high school enrollment decreased). While Table 1 provides the average annual percent changes over all data years for each state, detailed information on year-by-year changes are available in Appendix B. Generally, analysis of year-by-year data for the states in Subgroup 1 supports their classification based on the average annual percent change.

Four states were in Subgroup 2 (vocational enrollment increase greater than high school enrollment increase). Observation of year-by-year data corroborate each of these classifications. Increases in vocational enrollments exceed that for high school enrollments by well over one percent.

While analyses prior to the 1990 data collection resulted in several states falling into this subgroup, the more recent data did not provide any observations in subgroup three. Percent changes needed to be within .5 units of each other to classify a state in this subgroup.

Subgroup 4 included states where vocational enrollments increased at a *lesser* rate per year, percentage-wise, than did high school enrollments. One state fell into this subgroup. Examination of year-by-year data suggested that vocational enrollments in Utah have increased over the last three years after several years of decline. Consequently,

vocational enrollments appear to be strengthened despite the apparent disparity in growth relative to high school enrollments.

Table 1

**Increased Vocational Enrollment Group:
Average Percent Changes by State Subgroups**

(Average percent changes were calculated from enrollment data
between 1982 and 1989 [as available])

Subgroup	State	Vocational Change	High School Change
Subgroup 1: Vocational Enrollment Increased and High School Enrollment Decreased	Alabama	2.2	-0.8
	Arkansas	4.9	-1.0
	California	0.4	-0.4
	Delaware	0.3	-3.3
	Georgia	1.0	-0.9
	Hawaii	0.8	-0.6
	Iowa	0.3	-2.7
	Kansas	1.0	-0.7
	Montana	11.4	-1.2
	New Mexico	4.7	-0.2
	Oregon	2.7	-0.5
	Virginia	3.3	-0.5
	West Virginia	4.1	-0.8
	Wyoming	1.8	-0.4
Subgroup 2: Vocational Enrollment Increase Greater Than High School Enrollment Increase	Florida	6.6	0.1
	Idaho	1.7	0.3
	Texas	2.7	1.4
	Washington	2.4	0.3
Subgroup 3: Vocational Enrollment Increase About the Same As High School Enrollment Increase	None	None	None
Subgroup 4: High School Enrollment Increase Greater Than Vocational Enrollment Increase	Utah	0.6	2.7

Group 2 – States with Decreased Vocational Enrollments

Thirty-one states and the District of Columbia were identified as experiencing decreased vocational enrollments over the available time frame. These states were further classified into four subgroups relative to high school enrollment trends in these states. The subgroups were identified as: (Subgroup 1) states where vocational enrollment decreased at a *lesser* rate per year than high school enrollment decreased; (Subgroup 2) states where overall changes in vocational and high school enrollments were *on the average about the same*; (Subgroup 3) states where vocational enrollment decreased at a *greater* rate than high school enrollment decreased; and (Subgroup 4) states where vocational enrollment *decreased* and high school enrollment *increased*. These states are listed by subgroup in Table 2 with their average annual percent changes in vocational and high school enrollments.

Three states and the District of Columbia were identified in the first subgroup (vocational enrollments decreased at a lesser rate than did high school enrollments). It should be noted that New Jersey data was only reported up through 1987-1988. Recent changes in education policy in that state may not yet be reflected in the enrollment figures available for this report.

Five states were determined to be in Subgroup 2, where annual percent changes in vocational and high school enrollments were, on the average, about the same. Average annual percent changes for these states were generally within 0.3 percentage points of each other. Four of these states evidenced somewhat greater vocational declines on the average than high school declines. However, examination of year-to-year data made it difficult to determine whether or not vocational enrollments would continue to exceed the rate for high school enrollment declines or would begin to improve upon the high school rate.

Subgroup 3 included twenty-one states where the average annual percent decline in vocational enrollments was greater than that for high school enrollments overall. The differences in rate of decline ranged from a low of .6 (Missouri) to a high of 11.1 (Massachusetts). Two states were identified for Subgroup 4 where vocational enrollments decreased while high school enrollments increased.

Table 2

**Decreased Vocational Enrollment Group:
Average Percent Changes by State Subgroups**

(Average percent changes were calculated from enrollment data
between 1982 and 1989 [as available])

Subgroup	State	Vocational Change	High School Change
Subgroup 1: Vocational Enrollment Decrease Less Than High School Enrollment Decrease	Distict of Columbia	-1.0	-4.0
	Louisiana	-0.1	-1.1
	New Jersey	-1.8	-2.9
	Oklahoma	-0.3	-0.9
Subgroup 2: Vocational Enrollment Decrease About the Same As High School Enrollment Decrease	Maryland	-3.3	-3.0
	Mississippi	-1.4	-1.1
	North Dakota	-1.5	-1.2
	Tennessee	-0.8	-0.8
	Wisconsin	-2.3	-2.2
Subgroup 3: Vocational Enrollment Decrease Greater Than High School Enrollment Decrease	Alaska	-3.8	-2.4
	Colorado	-1.6	-0.8
	Connecticut	-7.9	-5.9
	Illinois	-3.6	-1.2
	Indiana	-1.8	-1.1
	Kentucky	-2.6	-0.3
	Maine	-3.4	-2.1
	Massachusetts	-9.9	-3.9
	Michigan	-3.9	-2.6
	Minnesota	-2.9	-1.3
	Missouri	-2.0	-1.4
	Nebraska	-0.8	-0.1
	New Hampshire	-2.5	-0.9
	New York	-3.8	-2.7
	North Carolina	-0.9	-0.2
	Ohio	-1.8	-1.3
	Pennsylvania	-9.7	-2.7
	Rhode Island	-8.5	-3.9
	South Carolina	-2.4	-0.6
	South Dakota	-1.6	-0.2
	Vermont	-6.3	-0.7
Subgroup 4: Vocational Enrollment Decreased and High School Enrollment Increased	Arizona	-1.1	1.2
	Nevada	-1.0	1.1

Impact of Policy

A summary of the policy/practice highlights for each state by group/subgroup is provided in Tables 3 and 4. Table 3 summarizes data for state subgroups within Group 1, the increased vocational enrollment group; Table 4 summarizes policy data within Group 2, the decreased vocational enrollment group. Briefly, it was determined that states in Group 1, the positive vocational enrollment group, generally evidenced the following policy activities or practices:

- 2+2 programs, advanced credit, articulated programs—that is, "aggressive pursuit of secondary/postsecondary agreements."
- Exploratory, cluster, orientation or career preparation programs in middle schools or grades nine through ten.
- Accreditation standards requiring vocational education availability (or at least access).
- Flexible scheduling and restructured programs.
- Integrated vocational/academic curricula efforts.
- Recognition of vocational education in graduation requirements or as alternatives for academic credit.

For states within Group 2, the negative vocational enrollment group, it was not just a matter of evidencing a different set of factors but more a matter of *not* evidencing those factors noted for the increased vocational enrollment group. Nevertheless, several common features, listed below, were indicated by these states as factors in the negative growth of vocational enrollment:

- Academic bandwagon emphasis in development of new graduation requirements or accreditation standards.
- Traditional, vocational programs, multiyear programs, three to four hour block courses, travel time to vocational training centers (VTC).
- Increased postsecondary entrance requirements.

Table 3

Increasing Vocational Enrollments: Policy Summary by State Subgroups

Subgroup 1	Graduation Requirements	Vocational Alternatives	Negative Impacts	Positive Impacts
AL	Requirements increased; vocational education required	Business Math/English		Flexible scheduling and new approaches
AR	Requirements increased	Technical education and other vocational education for social studies		State initiative for at-risk students; career orientation required in grades seven and eight; twelve units vocational education must be offered in accredited schools; State standards require access to three occupational programs in each LEA
CA	Requirements increased; no vocational education required	Very limited		Policies to develop and sustain program quality have been initiated
DE	Requirements increased; no vocational education required	Local option (typically Business Math or Agriculture Science)	Block programs and school schedules conflict, hinder students from enrolling—but . . .	2+2 programs, exploratory programs, special needs enrollments Area VTCs being made full-time—reduces travel time and schedule conflicts
GA	One unit vocational education or arts required	Local option	Graduation requirements	
HI	Requirements increased; no vocational education required	None after 1988—had included vocational education, technical education, and electronics		2+2 program, exploratory/orientation programs
IA	Minimum requirement of at least five units of occupational education	Local option		Exploratory cluster programs, eight-period day, articulation emphasis
KS	Requirements increased; no vocational education required, but nine electives required			Integrated vocational education and academics: Principles of Technology, Applied Mathematics, Applied Communication

Table 3 (cont.)

Subgroup 1 (cont.)	Graduation Requirements	Vocational Alternatives	Negative Impacts	Positive Impacts
MT	Requirements increased; no vocational education required	Business Math/English	Agriculture decreased	Postsecondary requirements; Vocational education may substitute for foreign language; state project on vocational education expected to have major effect on vocational education
NM	Requirements increased; no vocational education required	Underdeveloped	Increase in academic requirements and decrease in electives; GPA of 2.0 required for extracurricular activities	State Department of Education beginning to recognize vocational education in lieu of basics such as mathematics and English
OR	Requirements increased; no vocational education required, but vocational education is one of three options for required elective	Local option—usually agriculture for science (many choose this option)		Articulated programs, advanced credit, 2+2 programs
VA	Requirements increased; one unit of vocational education included	Yes	Additional requirements for college-bound students	Transfer credit policy
WV	Requirements increased; vocational education is one of three options for a required elective	Agriculture for science	Disadvantaged students miss out on vocational education because of stricter graduation requirements	State requires certain electives to be available in all schools
WY	Local option—most exceed state recommendation	Some locals looking into this		Two vocational education programs required in each school per accreditation standards; move away from exploratory to occupational in high school

Table 3 (cont.)

Subgroup 2	Graduation Requirements	Vocational Alternatives	Negative Impacts	Positive Impacts
FL	One unit of vocational education required	Yes		New graduation requirements seen as increasing basic skills of all (including vocational education) students; career preparation program
ID	Requirements increased; partial alternative for humanities	Agriculture for science; marketing for economics	Extended course schedules	Flexible scheduling
TX	Requirements increased; no vocational education required—requirements not seen as having impact on vocational education	None		
WA	Requirements increased; one year occupational education required—does not necessarily include approved vocational education courses	Local option—typical in most LEAs		2+2 programs, marketing programs

Subgroup 3	Graduation Requirements	Vocational Alternatives	Negative Impacts	Positive Impacts
None				

Subgroup 4	Graduation Requirements	Vocational Alternatives	Negative Impacts	Positive Impacts
UT	Vocational core part of high school requirements	Underdeveloped		

Table 4

Declining Vocational Enrollments: Policy Summary by State Subgroups

Subgroup 1	Graduation Requirements	Vocational Alternatives	Negative Impacts	Positive Impacts
DC	Requirements increased; no vocational education required	Math and science credits through integrated vocational courses	Restructuring of school system; lack of support	"Shared-time" schedules; concerted recruiting efforts
LA	Requirements increased; no vocational education required	Business Math, Business English, Data Processing	Decrease in electives; four-year programs; cooperative programs; requirements impact on electives when required course is failed	
NJ	1987—one unit vocational education or arts required (not fully implemented during survey)	None		
OK	Requirements increased; no vocational education required	Vocational Agriculture or Home Economics by local option	Postsecondary entrance requirements	Technical Education programs: Principles of Technology; Basic Skills Project

Table 4 (cont.)

Subgroup 2	Graduation Requirements	Vocational Alternatives	Negative Impacts	Positive Impacts
MD	Requirements increased; one unit partial alternatives required	Local option	Some local requirements are greater than state requirements for graduation	
MS	Requirements increased; no vocational education required	None	Performance-based accreditation system was academics only— ignored vocational education	
ND	Requirements increased state and locally	None	Students opting for other electives; decline in high school enrollment; poor economy (farms/energy field)	Postsecondary enrollment increased; more than one level course can be taught in same period; implementation of Principles of Technology
TN	Requirements increased; no vocational education required	Principles of Technology, Technical Math, Communications Technology, Agricultural Science		Vocational education had to change to survive— flexible scheduling (especially three-hour block), addition of basic courses to vocational education curriculum, and administrative workshops
WI	Requirements increased; no vocational education required	Yes		

Table 4 (cont.)

Subgroup 3	Graduation Requirements	Vocational Alternatives	Negative Impacts	Positive Impacts
AK	Requirements increased; no vocational education required	Local option	New funding formula	
CO	Local option			2+2 programs; advanced placement; postsecondary options bill; aggressive pursuit by community colleges of programs with high schools
CT	Requirements increased; one unit vocational education or art required	No/Yes . . . more recently on local basis	High school enrollment declines and graduation requirements	
IL	Requirements increased; no vocational education required	Local option	Postsecondary entrance requirements preclude electives like vocational education	Regional planning/ delivery of vocational education expected to help some
IN	Requirements increased; no vocational education required	Local option	Secondary vocational education decreasing or steady, postsecondary increasing; postsecondary entrance requirements; funding	New accreditation standards being developed; articulation among and between secondary and postsecondary schools; vocational education/ academic integration
KY	Requirements increased; no vocational education required	Local option; many involved	Graduation requirements hurt especially in Vocational Technology Centers; difficult to take courses longer than one-hour in length; one-hour classes OK, two- to three- hour classes hurt; postsecondary entrance requirements	Family life requirements; more options to integrate vocational education and academics locally

Table 4 (cont.)

Subgroup 3 (cont.)	Graduation Requirements	Vocational Alternatives	Negative Impacts	Positive Impacts
ME	Requirements increased; no vocational education required	1988, yes—through separate or integrated vocational education	Program instructional requirements did <i>not</i> address vocational education	
MA	Local option must have increased	Local and Board of Regents input pending	Graduation requirements; personnel cuts due to tax-cutting measures	
MI	State recommends, LEAs decide	Local option but few cases	Vocational Education declines with high school enrollment; per pupil dollar incentives available to districts adopting suggested high school requirements; impacts on time available for vocational education	
MN	No change	Possible? but no data	State Board increased requirements programs to be provided by LEAs; vocational education not included—very disappointing	
MO	Requirements increased; no vocational education required	One of four agriculture courses for one general science	High school graduation requirements; decrease in youth population; difficulty scheduling blocks and travel to Vocational Technology Center	

Table 4 (cont.)

Subgroup 3 (cont.)	Graduation Requirements	Vocational Alternatives	Negative Impacts	Positive Impacts
NH	Vocational education one of the options for required elective	Local option; must be approved by state . . . very few LEAs involved	Academic bandwagon; graduation requirements/ standards; increase in dropouts; decrease in two-year programs; handicapped/ disadvantaged image; noncoordination of local schedules with Vocational Technology Center	Increase in one-year programs; articulation, 2+2, and advanced credit (although inhibited by state process)
NY	Requirements increased; vocational education required in junior high—one unit technology education, 3/4 unit Home Economics	Occupational Math/ Science, Business Math, Agriculture, T and I	Traditional programs hurting enrollments and status	Vocational education up dramatically where traditional programs abandoned and restructured to make them responsive to business, society, and family
NC	Requirements increased; no vocational education required	Local option	Postsecondary entrance requirements could affect vocational education	Students are forcing graduation requirements in grades nine and ten so vocational education left until grades eleven through twelve. Vocational education increasing now but may change; accreditation requires three programs in each school, with a ration of one vocational education teacher per 95 students
OH	Requirements increased; no vocational education required	Integrated courses only	Vocational Technology Centers; cap on number of vocational education units State Department of Education can fund	Articulated programs expected to help; outcome study should impact positively on vocational education curriculum and negatively on general curriculum; integrated curriculum

Table 4 (cont.)

Subgroup 3 (cont.)	Graduation Requirements	Vocational Alternatives	Negative Impacts	Positive Impacts
NE	Requirements increased; no vocational education required	Yes—varies by locality	Graduation requirements; Perkins nonmaintenance clause	Vocational education included in core
PA	Requirements increased; no vocational education required	Yes as of 1988-1989	Vocational enrollment decreasing more than high school enrollment	
RI	Vocational education required for career-bound diploma	None		Vocational education steady despite changes
SC	Requirements increased; no vocational education required	Yes	Declines in grades nine and ten . . . students opting for remedial classes which count toward graduation	
SD	State increased but local requirements greater	None	Postsecondary entrance requirements will hurt high school vocational education and help postsecondary vocational education; teacher certification requirements have eliminated some vocational teachers	Working on vocational education alternatives; working on semester courses and Principles of Technology
VT	Requirements increased; no vocational education required	Yes, but . . .	Graduation requirements in eleventh and twelfth grades; scheduling; Vocational Technology Centers; two-year programs; increase in handicapped has given vocational education image as program for handicapped	Developing integrated concept; adults; need to work on mission of vocational education— spurred on by enroll- ment declines

Table 4 (cont.)

Subgroup 4	Graduation Requirements	Vocational Alternatives	Negative Impacts	Positive Impacts
AK	Requirements increased; no vocational education required	None		Integrated vocational education under development
NV	Requirements increased; no vocational education required	Local option		

- Funding caps on personnel or units of vocational instruction.
- Decline in high school population and/or state's economy.
- Lack of postsecondary coordination, exploratory/orientation thrust, integrated curricula efforts or program innovation.
- Image as program primarily for handicapped and/or disadvantaged.

DISCUSSION

For the moment, let us regroup the states into two new groups. The first group would include those state subgroups where, relative to high school enrollments, vocational enrollments were either doing about the same or better. The second group would include those state subgroups where vocational enrollments were either not keeping up with the pace of growth in high school enrollments or were, in fact, doing worse. This new, first group would then include the first three subgroups from the increasing vocational enrollment group and the first two subgroups of the decreasing vocational enrollment group. The remaining subgroups would fall to the new, second group.

Basically, the two groups split the states in half—twenty-seven in the first group (including the District of Columbia) and twenty-four in the second group. There is nothing scientific about this latter regrouping, but it does serve to make the point that in a majority

of states, vocational education seems to be holding its own in an education reform environment. Moreover, it is apparent that almost all states have experienced the trials of revised state accreditation standards, increased graduation requirements, and other reform related policy activities. Yet, vocational education programs in over half the states have managed to sustain themselves and, in a few cases, to thrive.

On the other hand, going back to our original Groups 1 and 2, it is clear that vocational enrollments are declining in well over half the states. Efforts to reform or restructure vocational offerings appear to have a positive effect on encouraging continued student participation in these programs, yet the pressures on students to meet increased academic, nonvocational requirements for high school graduation and/or entrance into postsecondary education certainly makes it difficult to accommodate these students' vocational interests. Clearly, resistance to restructuring vocational programs or to articulating high school with postsecondary vocational programs cripples the ability of vocational education to serve these students. Whether such resistance stems from a lack of leadership, from a diminished image of vocational education, from the inability of vocational education to address the changing needs or interests of secondary students, or from all of the above, is unclear and warrants further study.

In any event, problems and concerns continue in many states, but there are lessons to be learned from many more states. For those states who have not yet initiated efforts to restructure vocational program delivery, to pursue articulated programs with postsecondary institutions, or to integrate vocational programs with academic curriculum, time is of the essence. Secondary school reform issues have moved well beyond the single issue of high school graduation requirements and into issues of program delivery, parental versus student choice, vocational and educational outcomes, and secondary school program restructuring. Being in the mainstream of these changes is far more advantageous than being in the position of playing "catch up."

One final note has to do with data integrity. For many states, vocational data collection and management efforts appeared to be in critical condition. Most states have less than adequate systems for collecting secondary enrollment data that are consistent and reliable. Systems for vocational enrollment data collection were found to be particularly inconsistent and ill defined, a finding which was interpreted to be more symptomatic than problematic. Vocational education is having a difficult time finding itself in this era of

education reform. Without consistent, reliable enrollment data to allow for accurate accounting of students' participation and interest in new, restructured vocational programs, or even in the old, traditional programs, vocational education is rendered incapable of knowing where it is going. Leadership in developing a standard for reporting and tracking student participation is critical to the long term viability of vocational education. Whether this begins at the school, state, or federal level, the initiative must be taken to examine seriously and critically the impact of new and old paths of vocational program delivery before we completely lose our way.

REFERENCES

- Gray, K. C. (1990). Roots of crisis: A study of declining secondary vocational education graduates in central Pennsylvania. *Journal of Industrial Teacher Education*, 28(1), 17-29.
- Rossetti, R. (1990). *High school students not enrolling in vocational education and people influencing students' decision*. Columbus: Ohio State University, Department of Agricultural Education.
- Strickland, D. C., Frantz, N. R., & Elson, D. E. (1990, December). *Vocational enrollments in the U.S.: Which way did they go?* Paper presented at the American Vocational Association Convention, Cincinnati, OH.
- Wirt, J. G., Muraskin, L. D., Goodwin, D. A., & Meyer, R. H. (1989). *Summary of findings and recommendations: Final report. Volume I, National Assessment of Vocational Education*. Washington, DC: U.S. Department of Education.

APPENDIX A
STATE SURVEY INSTRUMENT
(Example only)

National Center for Research in Vocational Education

University of California, Berkeley

Dear

For the past three years, we have worked with you and all other state directors in establishing a national, longitudinal data base to study vocational enrollment trends. Through this process, you have provided both overall high school and vocational enrollment data as well as information on reform related policies and programmatic strategies implemented in your state. To continue this process, we have enclosed the following materials for your attention: (1) the 1990 survey for your state; (2) a pre-addressed, stamped postcard for indicating data availability for your state; and (3) a copy of the preliminary findings of this research. This survey packet is being sent directly to you and to the person designated by you to respond to prior VEPS surveys.

The Vocational Enrollment Patterns Study (VEPS) survey for this year consists of two parts. Part I asks you to review previously collected data and then report the most recent enrollment data for your state. Please note in Attachment 1 that "Industrial Arts" is still being used to refer to what is known in some states as Technology Education. We have found that many states have not yet made this change in title and it was easier to obtain the correct data by using the old title rather than the new one. Part II requests supplemental information on a variety of reform related policies and/or strategies and a review of the policy journal developed for your state from previous survey responses. Specific instructions for completing the survey document are given on the blue cover page.

The enclosed postcard should be completed and returned as soon as possible. We will use your responses on the postcard to determine the appropriate data status for each state.

The report on our preliminary findings is enclosed to keep you informed on the use of your data as well as the status of our findings. Ultimately, the data you provide in this survey will be incorporated into a final VEPS report and distributed nationally through the NCRVE publications bureau. Results will also be shared with U. S. Department of Education personnel in lieu of their conducting similar survey activities.

We anticipate meeting with you and other state directors at the fall NASDVTEC meeting to allow for your involvement in developing recommendations based on the outcomes of this study. If you would like to discuss the survey procedures or findings with us prior to that time, please feel free to contact us (703/231-9291). We appreciate your continuing cooperation in this effort.

Sincerely,



Deborah C. Strickland



Donald E. Elson



Nevin R. Frantz



National Center for Research in
Vocational Education

University of California, Berkeley

Vocational Enrollment
Patterns Study

Name of Respondent: _____

Title: _____

Address: _____

Phone: _____

Instructions

There are two main components to this survey document: Part I includes an Edit Sheet and an enrollment data sheet (Attachment 1); and Part II includes a Supplemental Information Survey form, a High School Graduation Requirements Table (Attachment 2), and a Policy Journal (Attachment 3).

Part I. (buff section)

1. Edit Sheet - Please review the edit sheet first. Items on the edit sheet refer to questions or "problems" we encountered in working with the 1982-83 through 1988-89 data reported for your state on Attachment 1. Respond to items on the edit sheet and make adjustments to Attachment 1 accordingly.
2. Attachment 1 - After making adjustments (as necessary) according to the Edit Sheet, complete Attachment 1 by providing the appropriate high school and vocational enrollment data for your state.

Part II. (green section)

3. Complete the Supplemental Information Survey form, which will also require that you review the Graduation Requirements Table provided in Attachment 2.
4. Attachment 3 - Please review the policy data provided by your state respondent(s) over the last three years. Revise Attachment 3 as needed.

Please return this entire document by July 15, 1990.

PART I

EDIT SHEET

**ATTACHMENT 1:
ENROLLMENT DATA SHEET**

VIRGINIA (FIPS Code 51)

Edit Sheet

Please review all figures and notes on your enrollment table (Survey Attachment 1). Make any changes/corrections directly on Attachment 1.

Below you will find a list of specific tasks and/or questions to be addressed in completing your data sheet. Please provide as much information as possible regarding the task/question indicated, so that we may appropriately analyze and document your data. Feel free to continue your responses, as needed, onto additional sheets of paper.

1. Please complete the data column for 1989-90.
2. There was a dramatic increase in vocational enrollments in 1988-89. Was this due to changes in reporting requirements or was this due to programmatic changes?

3. Please verify which data (i.e., high school, vocational and service area) are duplicated versus nonduplicated counts.

Please verify the following sources for the data provided on your enrollment survey sheet. These sources were indicated by the respondent to the 1989 version of this survey.

Total high school enrollment data:

Fall Membership in Virginia's Public Schools

Total vocational education enrollment data:

Vocational Secondary Enrollment Report

Vocational service area enrollments:

Vocational Secondary Enrollment Report

ATTACHMENT 1
ENROLLMENT DATA SHEET
VIRGINIA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	293012	291985 -0.4	297906 2.0	302866 1.7	301679 -0.4	294047 -2.5	283156 -3.7	—
Vocational % Change	347062	350955 1.1	347856 -0.9	345380 -0.7	337278 -2.3	340492 1.0	414946 21.9	—
Agriculture % Change	23078	21803 -5.5	20716 -5.0	20099 -3.0	19029 -5.3	19072 0.2	20875 9.5	—
Business % Change	106037	116445 9.8	119762 2.8	120113 0.3	117720 -2.0	114716 -2.6	139778 21.8	—
Health % Change	3333	3449 3.5	3361 -2.6	2942 -12.5	2913 -1.0	2900 -0.4	3106 7.1	—
Non-Occ Hm Ec % Change	73451	71021 -3.3	69303 -2.4	67922 -2.0	64361 -5.2	67124 4.3	91024 35.6	—
Occ Home Ec % Change	4704	4686 -0.4	4782 2.0	4896 2.4	5188 6.0	5236 0.9	5344 2.1	—
Marketing % Change	15050	14208 -5.6	15068 6.1	15637 3.8	16020 2.4	16498 3.0	17187 4.2	—
Ind Arts % Change	76750	76279 -0.6	72065 -5.5	70967 -1.5	68761 -3.1	71597 4.1	94294 31.7	—
T & I % Change	33067	31139 -5.8	30849 -0.9	30378 -1.5	31049 2.2	31148 0.3	30755 -1.3	—
a Other % Change	8928	8826 -1.1	8374 -5.1	8789 5.0	8422 -4.2	8191 -2.7	8578 4.7	—
b Other % Change	2664	3099 16.3	3576 15.4	3637 1.7	3761 3.4	3930 4.5	3898 -0.8	—
c Other % Change	.	.	.	.	54	80	107	66.2

a) Disadvantaged

b) Handicapped

c) Gifted (these programs were not offered prior to 1986-87)

NOTE: All data are reported to be nonduplicated counts for grades 9-12.

SUPPLEMENTAL INFORMATION SURVEY

I. Information Update

1. Attachment 2 (at the end of this section) outlines high school graduation requirements for all states. Please verify the information for your state, paying particular attention to:

Col 1 Graduating class for which requirements were first effective
Col 10 Indication of VE courses that are included in the high school graduation requirements
Col 11 Indication of VE courses that are recognized as alternatives to academic courses required for graduation

2. Attachment 3 (at the end of this section) provides the policy journal developed for your state from previous responses to VEPS surveys. Please review your journal and make revisions/updates as necessary.

II. Supplemental Information

1. Have postsecondary entrance requirements changed in your state during the last five years?

Two-year institutions: ☐ Yes ☐ No

If yes, please indicate the
graduating class for which this
change first became effective:

Four-year institutions: ☐ Yes ☐ No

If yes, please indicate the
graduating class for which this
change first became effective:

2. Have state school accreditation standards been changed during the last 5 years?

☐ Yes ☐ No

If yes, what was the effective date of this change? _____

3. Does your state offer secondary vocational education in regionally-based centers?

_____ Yes _____ No

If yes, please respond to items 3a-3d below and then continue with items 4 and 5.

If no, go directly to items 4 and 5.

a) What "title" is used to identify these centers (e.g., vocational technical centers, BOCES, area vocational centers, etc.)?

b) How many such centers are there in your state? _____

c) Briefly describe the organization and function of these centers in the space below (enclose documentation, if available):

d) Are separate enrollment data collected for these centers?

_____ Yes _____ No

If yes, please provide enrollment data (as available) for the last five years:

<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>

4. Several factors have been identified through previous VEPS surveys as having positive and/or negative effects on participation in vocational education. Several of these factors are listed below. Please indicate to what extent (if any) each factor has had an impact on students' participation in vocational education in your state.

	<u>Negative</u>	<u>Somewhat Negative</u>	<u>No Effect</u>	<u>Somewhat Positive</u>	<u>Positive</u>	<u>NA</u>
High school graduation requirements	1	2	3	4	5	_____
Postsecondary entrance requirements	1	2	3	4	5	_____
State school accreditation standards	1	2	3	4	5	_____
Regional vocational centers	1	2	3	4	5	_____
Integrated vocational-academic curricula	1	2	3	4	5	_____
Traditional vocational program structures	1	2	3	4	5	_____
Secondary/Postsecondary articulation efforts	1	2	3	4	5	_____
Demographics (e.g., population, economy, unemployment, etc.)	1	2	3	4	5	_____
Funding	1	2	3	4	5	_____
Program restructuring	1	2	3	4	5	_____
Other - Explain below:	1	2	3	4	5	_____

BEST COPY AVAILABLE

5. Considering the above factors, which do you feel has had:

a) the most positive influence on participation in vocational education

b) the most negative influence on participation in vocational education

Comments:

PART II
SUPPLEMENTAL INFORMATION SURVEY FORM

ATTACHMENT 2:
GRADUATION REQUIREMENTS TABLE

ATTACHMENT 3:
POLICY JOURNAL

ATTACHMENT 2 Minimum High School Graduation Requirements 86-89 Surveys

STATE	1 Grad Class	2 ENG	3 SS	4 MATH	5 SCI	6 PE/HE	7 ELEC	8 OTHER	9 TOTAL	10 VE Req.	11 VE Alt.	12 Notes
Alabama	88-89	4.00	3.00	2.00	2.00	0.50	9.50		22.00	No	Bus. math Bus. Eng.	
Alaska	84-85	4.00	3.00	2.00	2.00	1.00	9.00		21.00	No	Local Option	Grad. req. effective in '84.
Arizona	86-87	4.00	2.50	2.00	2.00		9.00	0.50	20.00	No	No	
Arkansas	86-87	4.00	1.00	5.00		1.00	10.00		16.00	No	1 unit of Prac.arts	5 units under math include required units in science
California		3.00	3.00	2.00	2.00	2.00		1.00	13.00	No	No	VE alt. only for some very isolated cases
Colorado												Local Boards determine the graduation requirements. No change since 1/87.
Connecticut	87-88	4.00	3.00	3.00	2.00	1.00	7.00	1.00	21.00	1 cre. of VE or Art	Yes	Districts may grant credit in academic subjects for voc. courses.
Deleware	84-85	4.00	3.00	2.00	2.00	1.50			19.00	No	Local Option	The additional 6.5 credits necess for gradua- tion are designed by LEA's in accordance with approp course seq & elec available for each student.
D.C.	83-84								17.5 20.5	No	Math/Tech Sc & Tech	With VE Alt. 20.5 units are required.
Florida	85-86	4.00	3.00	3.00	3.00	1.00	9.00	1.00	24.00	.5 cre in Prac.Arts	Yes	
Georgia	87-88	4.00	3.00	2.00	2.00	1.00	8.00	1.00	21.00	1 unit of VE or oth	Prin of Technology	VE accepted as alt to math, science and other academic credits.
Hawaii	86-87	4.00	4.00	2.00	2.00	1.50	6.00	0.50	20.00	No	No	
Idaho	87-88	5.00	2.50	2.00	2.00	1.50	6.00	2.00 (Hum)	21.00	Prac.Arts or Hum	Voc Ag Marketing	15 semester credits required after 1988.
Illinois	87-88	3.00	2.00	2.00	1.00	4.00	1.00	0.25 (Cons.Ed)	16.00	No	Yes	Any elective req. may be satisfied by coursework of the same length in Voc. Ed.

ATTACHMENT 2 (Continued) Minimum High School Graduation Requirements 86-89 Surveys

STATE	1 Grad Class	2 ENG	3 SS	4 MATH	5 SCI	6 PE/HE	7 ELEC	8 OTHER	9 TOTAL	10 VE Req.	11 VE Alt.	12 Notes
Indiana	88-89	4.00	2.00	2.00	2.00	1.50	8.00		19.50	No	Bus. Math Bus. Comm. Bus Eng.	
Iowa												Local boards determine graduation requirements.
Kansas	88-89	4.00	3.00	2.00	2.00	1.00	9.00		21.00	No	No	
Kentucky	86-87	4.00	2.00	3.00	2.00	1.00	8.00		20.00	Family Life ed	Bus Math & others	
Louisiana	86-88	4.00	3.00	3.00	3.00	2.00	7.50 (Complit)		23.00	No	Bus Eng Bus Math Data Proc	
Maine	87-88	4.00	2.50	2.00	2.00	1.50		1.00	13.00	No	No	Voc students may, with the approval of the commissioner, satisfy 2nd year math, science, SS fine arts req. through sep/integrated study with voc courses
Maryland	86-87	4.00	3.00	3.00	2.00	1.00	5.00	2.00	20.00	1 unit of Prac Arts	Local Option	
Massachusetts			1.00			2.00						Local boards determine graduation requirements. Policy for acceptance of VE courses for academic credit under discussion.
Michigan	87-88	4.00	3.00	2.00	2.00	1.00	2.50			VE or other	Local Option	College bound (4yr) students are encouraged to take 1 add. yr of math, 1 add. year of science, and 2 more yrs in foreign language.
Minnesota	85-86	3.00	2.00			1.00			15.00			Grad. req. not increased; req. curriculum offerings increased. No firm data available regarding acceptance of VE for academic credit.
Mississippi	88-89	4.00	2.00	2.00	2.00		8.00		18.00	No	No	
Missouri	87-88	3.00	2.00	2.00	2.00	1.00	10.00	2.00	22.00	1 unit of Prac Arts for Sci	Vc Ag for Sci	
Montana	88-89	4.00	2.00	2.00	2.00	1.00	2.00	2.00	20.00	1 unit of Prac.Arts	No	18 units specified for grad.; 20 needed to graduate.
Nebraska										No	Local Option	VE part of core curriculum: 80% of the 20 credits req. must be from core curriculum.

ATTACHMENT 2 (Continued) Minimum High School Graduation Requirements 86-89 Surveys

STATE	Grad Class	1	2	3	4	5	6	7	8	9	10	11	12	Notes
Nevada	91-92	4.00	2.00	2.00	2.00	2.00	2.50	?	1.50	22.00	1 unit of Prac.Arts	Local Option		
New Hampshire	85-86	4.00	2.50	2.00	2.00	2.00	1.25	7.00	1.00	19.75	No	Local Option		Acad credits for voc program are being granted by some schools.
New Jersey	90-91	4.00	3.00	3.00	3.00	2.00	4.00				No	No		Grad. req. include these units but not limited to these.
New Mexico	89-90	4.00	3.00	3.00	3.00	2.00	1.00	9.00	1.00	23.00	No			A policy statement for dual credit is under development.
New York	88-89	4.00 4.00	4.00 4.00	4.00 4.00	2.00 2.00	2.00 2.00	0.50 0.50	2.00 5.00	4.00 1.00	18.50 18.50	Tech Ed Hm/career skills	Yes		Req. for Regents' diploma. Req. for local diploma. Occupationally related Math & Science, business math, selected trade & tech. ag, health & tech. ed. programs are accepted for academic credit.
North Carolina	86-87	4.00	2.00	2.00	2.00	2.00	1.00	9.00		20.00	No	Local Option		Competency test required.
North Dakota	88-89	4.00	3.00	3.00	2.00	2.00	1.00	5.00		17.00	No	No		
Ohio	90-91	3.00	2.00	2.00	2.00	1.00	1.00	9.00		18.00	No	No		Grad. req. effective as of Sept. '87
Oklahoma	86-87	4.00	2.00	2.00	2.00	2.00		10.00		20.00	No	Local Option		Voc ag & voc hm econ accepted for academic credits when approved by local boards.
Oregon	87-88	3.00	2.50	2.00	2.00	2.00	2.00	8.00	2.50	22.00	1 unit of app. arts or others	Local Option		A district school board may increase or decrease req. or elective units but total units for grad. must not be less than 22
Pennsylvania	88-89	4.00	3.00	3.00	3.00	3.00	1.00	5.00	2.00	21.00	No	Bus Math Bus Eng Account'g		VE Alt should equal 120 clock hrs & have direct relationship to the course being substituted.
Rhode Island	87-88 88-89	4.00 4.00	2.00 2.00	2.00 2.00	3.00 2.00	2.00 2.00		4.00 6.00	3.00	18.00 16.00	No	No		Req. for college-bound students Req. for career bound students. VE included as elective for career bound students.

ATTACHMENT 2 (Continued) Minimum High School Graduation Requirements 86-89 Surveys

STATE	1 Grad Class	2 ENG	3 SS	4 MATH	5 SCI	6 PE/HE	7 ELEC	8 OTHER	9 TOTAL	10 VE Req.	11 VE Alt.	12 Notes
South Carolina	86-87	4.00	3.00	3.00	2.00	1.00	7.00		20.00	No	Comp sci Occ VE	
South Dakota	89-90	4.00	3.00	2.00	2.00		8.00	1.00 (CS or FA)	20.00	No	No	Grad. Req. changed in 86, 87, 88, & 89.
Tennessee	86-87	4.00	1.50	2.00	2.00	1.50			20.00	No	Prin. of Tech. Tech math	
Texas	87-88	4.00	2.50	3.00	2.00	1.50	7.00	1.00	21.00	No	No	New reqmts. became effective in 1984-85.
Utah												The vocational core was included as part of the new reqmts. (1986 Survey)
Vermont	88-89	4.00	3.00	5.00		1.50		1.00	14.50	No	Yes	5 units under math include science req.
Virginia	87-88	4.00	3.00	1.00 2.00	2.00 3.00	2.00	6.00	1.00	21.00 (reg dip) 23.00 (adv dip)	1 unit in Prac Arts or F.arts	Yes	VE pgm completers may substitute credit for math & science. Grad. req. increased from 20 to 21 credits for regular diploma; 22 to 23 for advanced diploma.
Washington	88-89	3.00	2.50	2.00	2.00	2.00	5.50	2.00	19.00	1 yr of occ ed	Local Option	
West Virginia	86-87	4.00	3.00	2.00	2.00	2.00		1.00 app arts or others	21.00	1 unit of app arts	Bus math voc ag	
Wisconsin	88-89	4.00	3.00	2.00	2.00	2.00		0.50	13.50	No	Voc ag Bus Eng	
Wyoming										Local Option	Local Option	Local school boards determine graduation reqmts Local req often exceed state minimum req of 18 units.

ATTACHMENT 3

VIRGINIA (51) Policy Journal

Survey Date

Information Obtained

March 1986

- * State board of education has increased high school graduation requirements during the past five years. New requirements became effective July 1, 1984.
- * No vocational education was included as part of the new requirements for high school graduation.
- * An alternative to the requirement of a mathematics or science course to complete a 20-credit diploma program is provided for localities and is stated as follows:
...this requirement may be met by completing the sequence of courses needed for occupational preparation in one of the following programs--Agriculture, Business, Distribution, Health Occupations, Occupational Home Ec, and T&I. (From Occupational Preparation Program Options, Effective July 1, 1984, Department of Education, Division of Vocational Program Services, December 1983.)
- * One additional math and one additional science credit are now required of all high school graduates in Virginia. In addition, certain requirements prescribing additional math, science, and foreign language have been put into effect by the State Board for those students who receive the "Governor's Seal" or "Board of Education Seal".
- * Overall enrollment patterns in vocational education are proportional to statewide declining enrollment patterns.

January 1987

- * Changes in graduation requirements effective for students graduating in 1987-88.
- * Summary of graduation requirements:

Lang Arts	4
Social Studies	3
Math	1
Science	2
PE/Health	2
Elect	6
Other	0
Total	20
- * Vocational program completers may substitute program credit for math or science requirement.

VIRGINIA - ATTACHMENT 3 continued

1988 Survey

1. Changes to HS Grad. Reqmts since 3/86-1/87: The State Board has increased the number of credits required for graduation as follows:
 - a. from 20 to 21 for the regular diploma
 - b. from 22 to 23 for the Advanced Studies Program diploma
 2. Changes in State Accred. Standards: This increase in requirements has resulted from the addition of 1 credit in either fine or practical arts. It is believed that this may increase enrollments in vocational education to some extent.
 3. Changes in Postsec. Entrance Reqmts.: None
 4. Implementation of Policies/Strategies w/implications on VE: A secondary school shall accept credits received from other accredited secondary schools, including summer schools, special sessions, schools accredited through the Virginia Council for Private Education and educational programs operated by the state.
-

July, 1989 Survey

Journal changes

No changes have occurred in the graduation/program requirements information submitted on the 1988 survey.

Virginia's vocational enrollment will show a sizeable increase beginning with 1988-89 school year. This change is due to a data collection policy which does not discriminate between those courses in a sequence which lead to an occupational objective & those that are offered outside of a sequence and do not lead necessarily to an occupational objective. All vocational courses are now being captured in our enrollment figures.

Edit sheets responses

1. The total Vocational Enrollment figures for 1985-86 and 1986-87 do not equal the sum of their respective service area enrollments for the same years. All other total Vocational Enrollment figures match their respective service area sums. Please verify the 1985-86 and 1986-87 figures.

Figures corrected

VIRGINIA - ATTACHMENT 3 continued

2. The data appear to be inconsistently reported. Please clarify which data are duplicated and which are not. If consistent data can be obtained using duplicated data or course counts, please submit that data.

All data are duplicated.

3. Special Needs data for 1982-83 through 1985-86 need to be reported.

Data reported.

Matrix changes

None

APPENDIX B
STATE BY STATE ENROLLMENT DATA TABLES

ATTACHMENT 1
ENROLLMENT DATA SHEET
ALABAMA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School	209763	206919	210846	208676	210376	208230	203299	198013
% Change	.	-1.4	1.9	-1.0	0.8	-1.0	-2.4	-2.6
Vocational	165861	164079	173962	183948	191590	201770	191800	191789
% Change	.	-1.1	6.0	5.7	4.2	5.3	-4.9	-0.0
Agriculture	32378	31846	33127	32802	32502	34024	33012	33337
% Change	.	-1.6	4.0	-1.0	-0.9	4.7	-3.0	1.0
Business	21690	22360	24014	26137	27753	28828	30530	30424
% Change	.	3.1	7.4	8.8	6.2	3.9	5.9	-0.3
Health	3418	3509	3470	3831	3842	3847	3940	4089
% Change	.	2.7	-1.1	10.4	0.3	0.1	2.4	3.8
Non-Occ Hm Ec	56618	55415	62170	67596	70414	76922	70064	70507
% Change	.	-2.1	12.2	8.7	4.2	9.2	-8.9	0.6
Occ Home Ec	4443	4092	4086	4466	4470	4290	3976	3915
% Change	.	-7.9	-0.1	9.3	0.1	-4.0	-7.3	-1.5
Marketing	6389	6477	6786	7231	7669	7832	7158	7353
% Change	.	1.4	4.8	6.6	6.1	2.1	-8.6	2.7
Ind Arts	9631	10093	10103	7891	8965	9394	8684	10071
% Change	.	4.8	0.1	-21.9	13.6	4.8	-7.6	16.0
T & I	30752	29732	29867	30925	31018	31158	29755	27464
% Change	.	-3.3	0.5	3.5	0.3	0.5	-4.5	-7.7
a Other	199	332	339	397	740	898	895	1030
% Change	.	66.8	2.1	17.1	86.4	21.4	-0.3	15.1
b Other	.	.	.	2672	4217	4577	3786	3599
% Change	.	.	.	.	57.8	8.5	-17.3	-4.9
c Other	343	223	.	.	.	.	.	.
% Change	.	-35.0	.	.	.	.	.	.

a) Technical Education

b) Prevocational programs

c) Remedial Programs

NOTE: Data for high school enrollment, Business, Health, Occupational Home Economics, Marketing, T&I and Technical are for grades 9-12; data for Agriculture, Consumer Home Ec., Industrial Arts and Prevocational are for grades 7-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
ALASKA

	1982-83	1983-84	1984-85	1985-86	a 1986-87	1987-88	1988-89	1989-90
High School % Change	29977	28983 -5.3	27348 -5.6	27582 0.9
Vocational % Change	18103	23487 29.7	22166 -5.6	21712 -2.0
Agriculture % Change	275	273 -0.7	272 -0.4	200 -26.5
Business % Change	6253	7715 23.4	7302 -5.4	6918 -5.3
Health % Change	91	86 -5.5	72 -16.3
Non-Occ Hm Ec % Change
Occ Homo Ec % Change	3078	3339 8.5	3286 -1.6	3915 19.1
Marketing % Change	354	1036 192.7	859 -17.1	709 -17.5
Ind Arts % Change	2051	717 -65.0	852 18.8	941 10.4
T & I % Change	4770	7341 53.9	6875 -6.3	6666 -3.0
b Other % Change	1322	2975 125.0	2217 -25.5	1898 -14.4
c Other % Change	514	393 -23.5
Other % Change

a) A complete report of Anchorage data was not available in this year.

b) Coop, OJT and Related

c) Includes CIP codes 03, 09, 10, 12, 15, 17 and Applied Communications and Applied Math.

NOTE: All data are for grades 9-12. High school Enrollments are nonduplicated; Vocational Enrollments are duplicated.

ATTACHMENT 1
ENROLLMENT DATA SHEET
ARIZONA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	163552 .	164766 0.7	170451 3.6	177886 4.2	180821 1.6	181176 0.2	181454 0.2	177963 -1.9
Vocational % Change	.	130369 .	126650 -2.9	129670 2.4	126664 -2.3	125453 -1.0	125660 0.2	120489 -4.1
Agriculture % Change	.	4099 .	4059 -1.0	4308 8.1	4397 0.2	3706 -15.7	4244 14.5	3980 -6.2
Business % Change	.	54099 .	51685 -4.5	53050 2.6	49879 -6.0	48823 -2.1	46027 -5.7	44485 -3.4
Health % Change	.	1403 .	1457 3.8	1365 -6.3	1276 -6.5	1242 -2.7	1199 -3.5	1212 1.1
Non-Occ Hm Ec % Change	.	21979 .	21098 -4.0	21078 -0.1	20790 -1.4	21480 3.3	21038 -2.1	19294 -8.3
Occ Home Ec % Change	.	2611 .	2078 -20.4	2407 15.8	3245 34.8	3061 -5.7	2816 -8.0	2858 1.5
Marketing % Change	.	3373 .	3816 13.1	3911 2.5	4513 15.4	5799 28.5	6259 7.9	5794 -7.4
Ind Arts % Change	.	34700 .	30899 -11.0	33010 6.8	29466 -10.7	27224 -7.6	23729 -12.8	20708 -12.7
T & I % Change	.	5120 .	6262 22.3	5192 -17.1	9618 85.2	10292 7.0	11810 14.7	a 11913 0.9
Other % Change	.	1688 .	3486 106.5	3508 0.6	2466 -29.7	3148 27.7	6668 111.8	7099 6.5
c Other % Change	.	1297 .	1807 39.3	1758 -2.7	1011 -42.5	675 -33.2	1868 176.7	3144 68.3
Other % Change

a) Includes "New" Technology enrollments.

b) Non-mainstreamed (Special Needs) enrollments

c) Diversified Co-op, Exploration, and Vocational Guidance

NOTE: All enrollment data are duplicated. All data are for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
ARKANSAS

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	a 1989-90
High School % Change	131947	130953 -0.8	131714 0.6	133993 1.7	134901 0.7	133772 -0.8	131183 -1.9	122798 -6.4
Vocational % Change	73587	85575 16.3	91449 6.9	93665 8.7	104283 4.9	104338 0.1	102699 -1.6	101565 -1.1
Agriculture % Change	13047	17501 34.1	17730 1.3	17769 0.2	17211 -3.1	16648 -3.3	15339 -7.9	15792 3.0
Business % Change	15065	20318 34.9	24097 18.6	31371 30.2	35524 13.2	39040 9.9	41285 5.8	39804 -3.6
Health % Change	714	706 -1.1	725 2.7	634 -12.6	585 -7.7	611 4.4	537 -12.1	436 -18.8
Non-Occ Hm Ec % Change	28632	32367 13.0	33523 3.6	35233 5.1	35943 2.0	33183 -7.7	30191 -9.0	30984 2.6
Occ Home Ec % Change	1487	1652 11.1	1620 -1.9	1587 -2.0	2559 61.2	2489 -2.7	2232 -10.3	2171 -2.7
Marketing % Change	2078	1990 -4.2	1903 -4.4	1820 -4.4	2527 38.8	2581 2.1	2655 2.9	3276 23.4
Ind Arts % Change	.	.	.	.	.	.	.	.
T & I % Change	11922	8159 -31.6	7863 -3.6	8034 2.2	8998 12.0	9419 4.7	8295 -11.9	8186 -1.3
b Other % Change	.	.	.	.	122	82 -32.8	106 29.3	115 8.5
c Other % Change	642	2882 348.9	3988 38.4	2917 -26.9	814 -72.1	285 -65.0	140 -50.9	34 -75.7
d Other % Change	.	.	.	.	.	.	904	767 -15.2

a) This is beginning of the year enrollment; it should be higher when year-end figures are available

b) Technical Enrollment

c) Career Orientation

d) New program for special needs students (exploratory)

NOTE: All data are nonduplicated counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
CALIFORNIA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	1263668	1275493	1305148	1328849	1332305	1318394	1306077	.
a Vocational % Change	992210	935936	953255	1266603	1349141	1273008	.	.
Agriculture % Change	57149	50449	48403	53503	56926	55104	.	.
b Business % Change	284501	296887	334022	441661	458330	446367	.	.
c Health % Change	.	19911	15202	19015	29232	28413	.	.
Non-Occ Hm Ec % Change	167527	144076	143873	252154	223209	207383	.	.
d Occ Home Ec % Change	40320	35020	29009	.	30360	32871	.	.
Marketing % Change	24659	16887	16336	20370	38786	42261	.	.
Ind Arts % Change	303809	263870	241422	349554	328791	273622	.	.
e T & I % Change	114245	108836	124988	130346	183513	186987	.	.
f Other % Change	.	.	.	5737	5991	4272	.	.
g Other % Change	.	.	.	51277	50108	45946	.	.
Other % Change	.	.	.	.	-2.3	-8.3	.	.

a) "Other" Enrollments not included.

b) Office Education Enrollment only

c) Health Enrollment may have been combined with T&I for 1982-83.

d) Occupational Home Economics Enrollments for 1985-86 were combined with Non-occupational Home Economics Enrollments.

e) Includes T & I and Technical Education Enrollment for 1982-83 and 1984-85.

f) Technical Education

g) Work Experience Education (not collected prior to 1985-86).

NOTE: Major changes were made in data reporting system effective school year 1985-86 and again in 1986-87. High School Enrollments are nonduplicated; Vocational Enrollments are duplicated. All data are for grades 9-12 (vocational includes some Adult secondary). Consistent data available only for 1986-87 and beyond.

ATTACHMENT 1
ENROLLMENT DATA SHEET
CONNECTICUT

	1982-83	1983-84	1984-85	a 1985-86	b 1986-87	1987-88	1988-89	1989-90
High School % Change	166675	161743 -3.0	157057 -2.9	153168 -2.5	147890 -3.4	138803 -6.1	130933 -5.7	.
Vocational % Change	119246	119417 0.1	110797 -7.2	.	136293	121268 -11.0	115560 -4.7	.
Agriculture % Change	1681	1617 -3.8	1556 -3.8	.	1688	1358 -19.5	1291 -4.9	.
Business % Change	37735	39642 5.1	35700 -9.9	.	39464	34179 -13.4	30991 -9.3	.
Health % Change	1300	1123 -13.6	1021 -9.1	.	1076	777 -27.8	778 0.1	.
Non-Occ Hm Ec % Change	30228	26294 -13.0	26416 0.5	.	30944	26588 -14.1	25969 -2.3	.
Occ Homo Ec % Change	1995	2139 7.2	1875 -12.3	.	2911	2144 -26.3	2268 5.8	.
Marketing % Change	3264	3121 -4.4	3182 2.0	.	3863	3093 -19.9	2902 -6.2	.
Ind Arts % Change	25607	27683 8.1	23374 -15.6	.	34043	30536 -10.3	30404 -0.4	.
c T & I % Change	11040	11532 4.5	11382 -1.3	.	13859	9034 -34.8	9201 1.8	.
d Other % Change	3151	2922 -7.3	2748 -6.0	.	3214	2693 -16.2	2629 -2.4	.
e Other % Change	3245	3344 3.1	3543 6.0	.	5231	11867 126.9	9127 -23.1	.
Other % Change	.	.	.	.	.	.	.	.

a) No Vocational data were collected in 1985-86.

b) Prior to 1986-87, Enrollment data were collected only for state-approved programs. Starting in 1986-87 Enrollment data were collected for all programs.

c) Includes T & I and Occupational Preparation programs (CIP areas 12, 15, 41, 43, 46-49).

d) Cooperative Work Experience/Diversified Occupations

e) Multi-occupational and career orientation

NOTE: High School Enrollments are nonduplicated; Vocational are duplicated. All data are for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
COLORADO

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	162702 .	162554 -0.1	166096 2.2	168557 1.5	169142 0.3	164865 -2.5	157167 -4.7	153098 -2.6
Vocational % Change	44916 .	42468 -5.5	38592 -9.1	41664 8.0	44297 6.3	44912 1.4	43272 -3.7	39649 -8.4
Agriculture % Change	2666 .	2468 -7.4	2311 -6.4	2243 -2.9	2350 4.8	2235 -4.9	2104 -5.9	2058 -2.2
Business % Change	15548 .	15306 -1.6	12768 -16.6	12481 -2.2	13439 7.7	13906 3.5	12900 -7.2	11584 -10.2
Health % Change	550 .	507 -7.8	475 -6.3	494 4.0	541 9.5	503 -7.0	473 -6.0	418 -11.6
Non-Occ Hm Ec % Change	7000 .	7241 3.4	6186 -14.6	8629 39.5	8986 4.1	9187 2.2	9129 -0.6	8609 -5.7
Occ Home Ec % Change	1998 .	1887 -5.6	1738 -7.9	1857 6.8	2360 27.1	1927 -16.3	1968 2.1	1571 -20.2
Marketing % Change	4227 .	3946 -6.6	3959 0.3	4324 9.2	4750 9.9	5091 7.2	4701 -7.7	4644 -1.2
Ind Arts % Change	..	..	..	..	..	..	..	..
T & I % Change	8555 .	7746 -9.5	7250 -6.4	7339 1.2	7356 0.2	7006 -4.8	6770 -3.4	5575 -17.7
a Other % Change	3022 .	2533 -16.2	2868 13.2	3348 16.7	3541 5.8	3854 8.8	4012 4.1	4293 7.0
b Other % Change	1350 .	834 -38.2	1037 24.3	949 -8.5	1064 12.1	1203 13.1	1215 1.0	951 -21.7
Other % Change	..	..	..	..	..	..	..	..

a) Special Programs

b) Technical Education

NOTE: All data are nonduplicated counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
DELAWARE

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	31515	30225 -4.1	29806 -1.4	29819 0.0	26524 -11.1	26052 -1.8	27792 6.7	24603 -11.5
a Vocational % Change	40204	44401 10.4	41330 -6.9	42895 3.8	43377 1.1	40842 -5.8	41971 2.8	d 40513 -3.5
Agriculture % Change	3532	3279 -7.2	3129 -4.6	3296 5.3	2903 -11.9	2896 -0.2	3061 5.7	2771 -9.5
Business % Change	14854	16361 10.1	15645 -4.4	16645 6.4	16360 -1.7	14839 -9.3	15363 3.5	14127 -8.0
Health % Change	5090	6305 23.9	6015 -4.6	6364 5.8	6156 -3.3	6185 0.5	4886 -21.0	5490 12.4
Non-Occ Hm Ec % Change	10788	12327 14.3	11451 -7.1	11455 0.0	12624 10.2	12285 -2.7	14487 17.9	15352 6.0
Occ Home Ec % Change	.	.	.	.	.	.	.	.
Marketing % Change	1613	1757 8.9	1320 -24.9	1520 15.2	1314 -13.6	1296 -1.4	1023 -21.1	692 -32.4
Ind Arts % Change	247	229 -7.3	248 8.3	218 -12.1	33739 6202.3	14457 5.2	15697 8.6	15741 0.3
T & I % Change	4327	4372 1.0	3770 -13.8	3615 -4.1	4020 11.2	3341 -16.9	3151 -5.7	2081 -34.0
b Other % Change	.	.	.	.	110562	55371 -49.9	6852 -87.6	6615 -3.5
c Other % Change	.	.	.	.	.	.	.	156
Other % Change	.	.	.	.	.	.	.	.

a) Vocational Enrollment Totals are the sum of duplicated service area Enrollments with the exception of Industrial Arts and "Other" Enrollment.

b) Special Education and Exploratory Programs

c) ?

d) Preliminary

NOTE: Vocational Enrollments are duplicated counts for grades 7-12. High School Enrollments are nonduplicated counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
D.C.

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	.	16616	16195 -2.5	16409 1.3	16328 -0.5	16672 2.1	17396 4.3	12395 -28.7
Vocational % Change	.	3207	3750 16.9	3265 -12.9	3572 9.4	4292 20.2	2657 -38.1	2621 -1.4
Agriculture % Change	.	.	75	65 -13.3	24 -63.1	28 16.7	43 53.6	.
a Business % Change	.	.	9569	9695 1.3	9454 -2.5	11304 19.6	9947 -12.0	7327 -26.3
a Health % Change	.	.	541	302 -44.2	302 0.0	288 -4.6	282 -2.1	303 7.4
a Non-Occ Hm Ec % Change	.	.	7227	7323 1.3	8462 15.6	10894 28.7	9586 -12.0	3464 -63.9
Occ Home Ec % Change
Marketing % Change	.	.	2338	2370 1.4	2577 8.7	3659 42.0	3219 -12.0	1256 -61.0
Ind Arts % Change	.	.	4531	4591 1.3	4566 -0.5	3366 -26.3	2962 -12.0	2100 -29.1
T & I % Change	.	.	4729	4792 1.3	3500 -27.0	3910 11.7	3449 -11.8	3075 -10.8
Other % Change
Other % Change
Other % Change

a) High School, junior high and career center enrollments combined. Non-Occupational Home Economics data include Occupational Home Economics enrollments.

ATTACHMENT 1
ENROLLMENT DATA SHEET
FLORIDA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	701232	716795	728179	735869	742868	748711	744246	.
a Vocational % Change	477041	432766	548249	389957	751162	840115	851383	.
Agriculture % Change	24057	7048	11183	25018	25855	24643	24545	.
Business % Change	126156	51537	64386	161825	155349	180395	186925	.
b Health % Change	6121	2707	2783	6717	7102	11722	13047	.
c Non-Occ Hm Ec % Change	85706	75056	112421	154040	126299	160470	160821	.
Occ Home Ec % Change	.	.	.	.	12790	12212	13791	.
Marketing % Change	21534	18701	24516	461	19256	19443	22474	.
d Ind Arts % Change	92869	20508	104936	41896	81295	92212	93333	.
T & I % Change	666	454	539	.	26340	27771	28017	.
e Other % Change	57899	25022	23733	.	20716	26908	31286	.
f Other % Change	62033	231733	203752	.	269709	277741	269820	.
g Other % Change	.	.	.	.	6451	6598	7424	.
						2.3	12.5	.

a) Consistent data available only for 1986-87 and beyond.

b) Includes Public Service Enrollments.

c) Includes Occupational Home Economics Enrollments through 1985-86 only.

d) Includes T&I Enrollments through 1985-86 only.

e) Diversified Occupations

f) Exploratory

g) Exceptional and Special Needs

NOTE:

High school enrollments are nonduplicated counts for grades 7-12. All Vocational Enrollments are duplicated head counts for grades 7-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
GEORGIA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	317446	315546 -0.6	319257 1.2	325548 2.0	321743 -1.2	319301 -0.8	297273 -6.9	298109 0.3
Vocational % Change	378712	358502 -5.3	363062 1.3	280293 -22.8	274210 -2.2	339000 23.6	329676 -2.8	380440 15.4
Agriculture % Change	40880	38483 -5.9	39014 1.4	22710 -41.8	24600 8.3	32440 31.9	35345 9.0	35490 0.4
Business % Change	125422	121780 -2.9	150154 23.3	125318 -16.5	128215 2.3	139593 8.9	128371 -8.0	140785 9.7
Health % Change	10820	10492 -3.0	12036 14.7	10444 -13.2	11622 11.3	11597 -0.2	10950 -5.6	10127 -7.5
Non-Occ Hm Ec % Change	120142	114637 -4.6	118919 3.7	67893 -42.9	61926 -8.8	96299 55.5	93509 -2.9	106373 13.8
a Occ Home Ec % Change	5237	.	.	5940	7377 24.2	7841 6.3	6759 -13.8	6078 -10.1
Marketing % Change	9264	8723 -5.8	11010 26.2	8122 -26.2	8795 8.3	8545 -2.8	8548 0.0	8142 -4.7
Ind Arts % Change	76548	57508 -24.9	70263 22.2	35871 -48.9	36583 2.0	64625 76.7	63916 -1.1	59806 -6.4
T & I % Change	58244	55536 -4.6	68814 23.9	58606 -14.8	61076 4.2	60235 -1.4	58422 -3.0	55946 -4.2
Other % Change	4551	4094 -10.0	5232 27.8	4847 -7.4	3822 -21.1	3303 -13.6	1949 -41.0	1812 -7.0
b Other % Change	11524	10447 -9.3	13334 27.6	21035 57.8	18022 -14.3	18188 0.9	12197 -32.9	12615 3.4
c Other % Change	.	.	.	.	.	.	.	.

a) Occupational Enrollments are included in Non-occupational Home Economics data for 1983-84 and 1984-85.

b) Handicapped (RVI program)

c) Disadvantaged (CVAE Program)

NOTE: Total High School Enrollments are nonduplicated for grades 9-12. Vocational totals are nonduplicated for ALL grades (not just 9-12) for all years except 1985-86 and 1986-87, which includes only grades 9-12. Figures for all program service areas are nonduplicated within each area, but duplicated between areas--thus, if program area figures are added together, the resultant figure would be larger than the total figure reported.

ATTACHMENT 1
ENROLLMENT DATA SHEET
HAWAII

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	246421 .	46260 -0.3	46919 1.4	46194 -1.5	45482 -1.5	45302 -0.4	44816 -1.1	.
Vocational % Change	31919 .	34999 9.6	35326 0.9	36447 3.2	36237 -0.6	33428 -7.8	33294 -0.4	.
Agriculture % Change	2493 .	2425 -2.7	2383 -1.7	2565 7.6	2611 1.8	2393 -8.3	2465 3.0	.
b Business % Change	10582 .	14371 35.8	14770 2.8	14594 -1.2	13297 -8.9	12494 -6.0	11531 -7.7	.
Health % Change	.	.	.	.	.	.	.	.
Non-Occ Hm Ec % Change	9625 .	8754 -9.0	9130 4.3	9887 8.3	10203 3.2	10310 1.0	10055 -2.5	.
Occ Home Ec % Change	2405 .	2827 17.5	2418 -14.5	2401 -0.7	2607 8.6	2107 -19.2	2259 7.2	.
Marketing % Change	1606 .	1679 4.5	1606 -4.3	1652 2.9	1861 12.7	1641 -11.8	1815 10.6	.
c Ind Arts % Change	581 .	522 -10.2	625 19.7	612 -2.1	620 1.3	621 0.2	629 1.3	.
T & I % Change	4627 .	4421 -4.5	4394 -0.6	4736 7.8	5038 6.4	3862 -23.3	4540 17.6	.
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Estimated by VEPS staff

b) Office Education Enrollment only

c) Does not include 8th graders although Industrial Arts is a required program for them.

NOTE: High School Enrollments are nonduplicated; Vocational Enrollments are duplicated. All data are for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
IDAHO

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	57527	58115	59231	59401	59075	58305	58359	58823
	.	1.0	1.9	0.3	-0.5	-1.3	0.1	0.8
a Vocational % Change	32514	31817	33720	32025	34070	33321	34321	36323
	.	-2.1	6.0	-5.0	6.4	-2.2	3.0	5.8
Agriculture % Change	5297	4739	4364	4114	4211	4663	4880	5296
	.	-10.5	-7.9	-5.7	2.4	10.7	4.7	8.5
Business % Change	8131	8896	9350	9463	10015	10557	9331	10737
	.	9.4	5.1	1.2	5.8	5.4	-11.6	15.1
Health % Change	126	193	204	165	149	145	213	186
	.	53.2	5.7	-19.1	-9.7	-2.7	46.9	-12.7
Non-Occ Hm Ec % Change	13704	13286	13772	12682	13731	12106	13131	13465
	.	-3.1	3.7	-7.9	8.3	-11.8	8.5	2.5
Occ Home Ec % Change	99	100	156	187	247	275	255	351
	.	1.0	56.0	19.9	32.1	11.3	-7.3	37.6
Marketing % Change	816	849	926	1050	1126	1038	878	1359
	.	4.0	9.1	13.4	7.2	-7.8	-15.4	54.8
b Ind Arts % Change	607	654	1238	580	597	361	1180	933
	.	7.7	89.3	-53.2	1.2	-38.5	226.9	-20.9
T & I % Change	3448	2856	3468	3582	3802	3910	4260	3894
	.	-17.2	21.4	3.3	6.1	2.8	9.0	-8.6
c Other % Change	286	244	242	202	202	266	193	102
	.	-14.7	-0.8	-16.5	0.0	31.7	-27.4	-47.2
d Other % Change	.	.	.	.	438	430	608	653
	.	.	.	.	.	-1.8	41.4	7.4
e Other % Change	.	.	.	.	.	.	.	315

a) Vocational totals do not include Special Needs and Teen Parenting enrollments.

b) Enrollments for Industrial Arts are for programs that receive grants from the state and for classes that meet the guidelines for industrial technology. Since the grants only go to a school once every few years, enrollments jump around according to size of schools getting the grants.

c) Multi-Occupations

d) Special Needs--these enrollments are mainstreamed, hence these separate figures are not added to the vocational total.

e) Teen Parenting--these enrollments are not included in vocational total.

NOTE: All data are nonduplicated head counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
ILLINOIS

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	588912	577520 -1.9	575142 -0.4	574782 -0.1	570052 -0.8	555440 -2.6	532098 -4.2	.
Vocational % Change	463339	449232 -3.0	435564 -3.7	427150 -1.3	403051 -5.6	385477 -4.4	.	.
Agriculture % Change	19682	17619 -10.5	15841 -10.1	15385 -2.9	14809 -3.7	13319 -10.1	.	.
Business % Change	157847	166277 5.3	167654 0.8	167617 -0.0	152679 -8.9	145528 -4.7	.	.
Health % Change	5613	4947 -11.	4470 -9.6	4570 2.2	3946 -13.7	3510 -11.0	.	.
a Non-Occ Hm Ec % Change	45309	43239 -4.6	43248 0.0	43785 1.2	41635 -4.9	39585 -4.9	.	.
Occ Home Ec % Change	45700	43567 -4.7	43141 -1.0	39378 -8.7	42486 7.9	41618 -2.0	.	.
Marketing % Change	29961	28742 -4.1	26644 -7.3	29004 8.9	27280 -5.9	28376 4.0	.	.
Ind Arts % Change	.	.	.	.	.	.	.	.
r & I % Change	146914	136076 -7.4	123819 -9.0	119262 -3.7	112485 -5.7	106929 -4.9	.	.
b Other % Change	12313	8765 -28.8	7747 -11.6	8149 5.2	7731 -5.1	6612 -14.5	.	.
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Students reported in Non-occupational Home Economics may also be reported in another program if concurrently enrolled.

b) Special Programs

NOTE: All data are for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
INDIANA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School	304819	297758	287118	298386	297911	296536	284698	.
% Change	.	-2.3	-3.6	3.9	-0.2	-0.5	-4.0	.
a Vocational	100579	91704	92214	94650	97979	95668	89841	.
% Change	.	-8.8	0.6	2.6	3.5	-2.4	-6.1	.
Agriculture	16850	15286	13476	13510	15010	13341	.	.
% Change	.	-9.3	-11.8	0.3	11.1	-11.1	.	.
Business	6033	6110	6812	5956	6295	6302	.	.
% Change	.	1.3	11.5	-12.6	5.7	0.1	.	.
Health	2365	2234	2096	2126	1948	1646	.	.
% Change	.	-5.5	-6.2	1.4	-8.4	-15.5	.	.
Non-Occ Hm Ec	48083	41666	43252	47896	48178	46409	44611	.
% Change	.	-13.3	3.8	10.7	0.6	-3.7	-3.9	.
Occ Home Ec	2288	3767	4160	4219	4573	4692	2565	.
% Change	.	64.6	10.4	1.4	8.4	2.6	-45.3	.
Marketing	6317	5668	6084	6648	7091	7963	.	.
% Change	.	-10.3	7.3	9.3	6.7	12.3	.	.
Ind Arts	88528	83054	84043	83316	.	73201	.	.
% Change	.	-6.2	1.2	-0.9	.	.	.	.
T & I	18643	16973	16334	14295	14884	15315	.	.
% Change	.	-9.0	-3.8	-12.5	4.1	2.9	.	.
b Other	2423	962	255	189	66	218	.	.
% Change	.	-60.3	-73.5	-25.9	-65.1	230.3	.	.
c Other	.	.	.	.	182	77	.	.
% Change	.	.	.	.	.	-57.7	.	.
Other	.	.	.	.	.	.	.	.
% Change	.	.	.	.	.	.	.	.

a) Vocational totals do not include Industrial Arts or "Other" Enrollments.

b) Not Elsewhere Classified.

c) ?

NOTE: All Vocational data are nonduplicated head counts.

ATTACHMENT 1
ENROLLMENT DATA SHEET
IOWA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	159899	155675 -2.6	153832 -1.2	152134 -1.1	148292 -2.5	142417 -4.0	135913 -4.6	.
a Vocational % Change	59587	60070 0.8	57534 -4.2	58495 1.7	63990 9.4	62123 -2.9	60400 -2.8	.
Agriculture % Change	13628	12597 -7.6	11782 -6.5	10336 -8.0	11131 2.7	11046 -0.8	11796 6.8	.
b Business % Change	1644	5700 246.7	5037 -11.6	6671 28.5	7724 19.4	9269 20.0	9442 1.9	.
Health % Change	525	429 -18.3	482 12.4	313 -35.1	180 -42.5	333 85.0	388 16.5	.
Non-Occ Hm Ec % Change	37549	35574 -5.3	34459 -3.1	35094 1.8	40078 14.2	36414 -9.1	33605 -7.7	.
Occ Home Ec % Change	769	984 28.0	1129 14.7	900 -20.3	955 6.1	921 -3.6	1005 9.1	.
Marketing % Change	1666	1657 -0.5	1705 2.9	2161 26.7	1797 -16.8	1972 9.7	2085 5.7	.
Ind Arts % Change	.	.	.	7489	14772 97.2	18903 28.0	18782 -0.6	.
I & I % Change	3806	3129 -17.8	2940 -6.0	2720 -7.5	2125 -21.9	2168 2.0	2079 -4.1	.
c Other % Change	2345	4536 93.4	4067 -10.3	6590 62.0	3910 -40.7	10487 168.2	1432 -86.3	.
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Vocational total does not include Industrial Arts or Not Elsewhere Classified enrollments.

b) Increase in Business Enrollments reflects greatly expanded enrollment at the 9th and 10th grade levels.

c) Not Elsewhere Classified.

NOTE: Vocational Enrollments are duplicated counts for grades 7-12. High School Enrollments are nonduplicated counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
KANSAS

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	120916	120298	120676	121978	121667	119837	116960	115385
	.	-0.5	0.3	1.1	-0.3	-1.5	-2.4	-1.3
a Vocational % Change	105589	104500	101200	103449	109310	116097	114440	112380
	.	-1.0	-3.2	8.1	-0.0	6.2	-1.4	-1.8
Agriculture % Change	7929	7552	7201	6800	5656	5760	6551	5990
	.	-4.8	-4.6	-5.6	-16.8	1.8	13.7	-8.6
Business % Change	24550	22960	21015	22731	27366	29390	22774	24611
	.	-6.5	-8.5	8.2	20.4	7.4	-22.5	8.1
b Health % Change	3050	3100	3150	3165	3082	2912	3610	631
	.	1.6	1.6	0.5	-2.6	-5.5	24.0	-82.5
c Non-Occ Hm Ec % Change	30764	29391	27905	23503	24795	27943	31732	28649
	.	-4.5	-5.1	-15.8	5.5	12.7	13.6	-9.7
Occ Home Ec % Change	.	.	.	.	.	.	.	3826
Marketing % Change	2536	2140	2537	3107	3196	3586	3526	3960
	.	-15.6	18.6	22.5	2.9	12.2	-1.7	12.3
Ind Arts % Change	.	.	.	12080	16646	17048	16648	15830
	.	.	.	.	37.8	2.4	-2.3	-4.9
d I & I % Change	30757	31356	29391	26645	28566	29435	29568	28852
	.	1.9	-6.3	-16.1	15.9	3.0	0.5	-2.4
e Other % Change	3	1	1	.	3	23	31	31
	.	-66.7	0.0	.	.	676.7	34.8	0.0
f Other % Change	6000	8000	10000	13318	17373	16941	16764	17189
	.	33.3	25.0	33.2	30.4	-2.2	-1.0	2.5
Other % Change	.	.	.	.	.	.	.	.

- a) Vocational Enrollment does not include Computer Applications.
b) First year believed to be accurate is FY90 (General Health classes removed).
c) Includes Occupational Home Economics (15%-20% of enrollments estimated to be in occupational programs).
d) Includes Industrial Arts Enrollment estimated at 15,000 to 20,000 head count per year for FY 83-85.
e) Technical/Microcomputer Applications.
f) Computer Applications; figures for 1982-83 through 1984-85 are estimated.

NOTE: High school Enrollment data are nonduplicated counts for grades 9-12; vocational data are duplicated for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
KENTUCKY

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	a 1988-89	1989-90
High School % Change	190333 .	192483 1.1	193310 0.4	195065 0.9	195877 0.4	193875 -1.0	186477 -3.8	.
b Vocational % Change	51452 .	45584 -11.4	47387 4.0	44879 -5.3	44110 -1.7	43787 -0.7	43500 -0.7	.
Agriculture % Change	16128 .	15882 -1.5	14579 -8.2	14038 -3.7	14172 1.0	14414 1.7	14500 0.6	.
Business % Change	31492 .	39660 25.9	45380 14.4	54749 20.6	58572 7.0	63071 7.7	63100 0.0	.
Health % Change	2359 .	2368 0.4	2216 -6.4	2243 1.2	2371 5.7	2456 3.6	2450 -0.2	.
Non-Occ Hm Ec % Change	49408 .	45334 -8.2	44062 -2.8	43731 -0.8	45319 3.6	53471 18.0	55000 2.9	.
Occ Home Ec % Change	1836 .	1536 -16.3	1505 -2.0	1435 -4.7	1429 -0.4	1592 11.4	1550 -2.6	.
Marketing % Change	7556 .	6722 -11.0	6687 -0.5	6642 -0.7	6642 0.0	6603 -0.6	6600 -0.0	.
Ind Arts % Change	19932 .	19911 -0.1	18510 -7.0	20977 13.3	20826 -0.7	26533 27.4	26700 0.6	.
I & I % Change	18085 .	16734 -7.5	16080 -3.9	15669 -2.6	15752 0.5	16299 3.5	16300 0.0	.
c Other % Change	7657 .	5801 -24.2	5741 -1.0	5735 -0.1	5973 4.1	5724 -4.2	5700 -0.4	.
d Other % Change	234 .	208 -11.1	265 27.4	260 -1.9	207 -20.4	348 68.1	325 -6.6	.
e Other % Change	356 .	980 175.3	628 -35.9	955 52.1	1271 33.1	1350 6.2	1400 3.7	.

a) Figures for 1988-89 Vocational Enrollments are projected.

b) Includes only 11-12 graders enrolled in occupational preparation programs. Data are duplicated counts.

c) Special Needs

d) Public Service Occupations

e) Academic/Vocational

NOTE: High school Enrollments are nonduplicated counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
LOUISIANA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	222198 .	222959 0.3	222021 -0.4	220796 -0.6	216882 -1.8	209848 -3.2	207639 -1.1	.
Vocational % Change	138600 .	149017 7.5	155753 4.5	148885 -4.4	131169 -11.9	136815 4.3	135572 -0.9	120865 -10.8
Agriculture % Change	15516 .	16344 5.3	17117 4.7	15669 -8.5	13827 -11.8	.	14171 .	10876 -23.3
Business % Change	55517 .	60807 9.5	65982 8.5	64211 -2.7	57327 -10.7	.	58639 .	52108 -11.1
Health % Change	1031 .	832 -19.3	1027 23.4	1223 19.1	1028 -15.9	.	3186 .	1088 -65.9
Non-Occ Hm Ec % Change	14614 .	16153 10.6	27690 71.4	30584 10.5	29932 -2.1	.	31240 .	27427 -12.2
Occ Home Ec % Change	17458 .	18849 8.0	8019 -57.5	4481 -44.1	1989 -55.6	.	2480 .	956 -61.5
Marketing % Change	4516 .	4178 -7.5	3727 -10.8	3540 -5.0	2173 -38.6	.	3186 .	3855 21.0
Ind Arts % Change	17739 .	19778 11.5	22893 15.7	22345 -2.4	20234 -9.4	.	17324 .	15307 -11.6
I & I % Change	7843 .	8432 7.5	7853 -6.9	6036 -25.1	4633 -23.2	.	6297 .	5191 -17.6
a Other % Change	529 .	356 -32.7	141 -60.4	79 -44.0	16 -79.7	.	986 .	3075 211.9
b Other % Change	3837 .	3283 -14.4	1304 -60.3	717 -45.0	10 -98.6	.	.	982 .
Other % Change	.	.	.	.	.	.	.	.

a) Technical

b) Not Elsewhere Classified

NOTE: All data are nonduplicated counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
MAINE

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School	67464	64864	63759	63329	63601	61810	59446	.
% Change	.	-3.9	-1.7	0.4	0.4	-2.8	-3.8	.
a Vocational	9015	8627	7828	7595	7515	7439	7286	.
% Change	.	-4.3	-9.3	-3.0	-1.1	-1.0	-2.1	.
Agriculture	441	376	358	343	329	333	278	.
% Change	.	-14.7	-4.8	-4.2	-4.1	1.2	-16.5	.
Business	757	749	665	643	648	628	626	.
% Change	.	-1.1	-11.2	-3.3	0.8	-3.1	-0.3	.
Health	616	553	473	417	376	344	374	.
% Change	.	-10.2	-14.5	-11.8	-9.8	-8.5	8.7	.
Non-Occ Hm Ec	7843	7617	7075	7019	7332	7603	7193	.
% Change	.	-10.5	0.8	-0.8	4.5	3.7	-5.4	.
Occ Home Ec	580	579	505	560	565	586	607	.
% Change	.	-0.2	-12.8	10.9	0.9	3.7	3.6	.
Marketing	416	385	368	342	314	318	297	.
% Change	.	-7.5	-4.4	-7.1	-8.2	1.3	-6.6	.
Ind Arts	.	.	.	.	.	.	.	.
% Change	.	.	.	.	.	.	.	.
I & I	4415	4196	3753	3751	3619	3578	3452	.
% Change	.	-5.0	-10.6	-0.1	-3.5	-1.1	-3.5	.
b Other	260	277	233	243	230	208	211	.
% Change	.	6.5	-15.9	4.3	-5.3	-9.6	1.4	.
c Other	1530	1498	1473	1296	1413	1418	1401	.
% Change	.	-2.1	-1.7	-12.0	9.0	0.4	-1.2	.
d Other	.	14	.	.	21	26	40	.
% Change	.	.	.	.	.	23.8	53.8	.

a) Vocational Enrollment does not include Non-Occupational Home Economics.

b) Diversified Occupations

c) Cooperative Education

d) Basic Skills

NOTE: Vocational Enrollments are for 11th & 12th grades only. High school enrollments are for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
MARYLAND

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	229291	223533 -2.5	220255 -1.5	218219 -0.9	212593 -2.6	203933 -4.1	193598 -5.1	185535 -4.2
a Vocational % Change	167047	160570 -3.9	154928 -3.5	154239 -0.4	144048 -6.6	140279 -2.6	137684 -1.8	131759 -4.3
Agriculture % Change	3447	3231 -6.3	2823 -12.6	2885 2.2	2584 -10.4	2405 -6.9	2246 -6.6	2008 -10.6
Business % Change	48444	45503 -6.1	47031 3.4	44751 -4.8	43015 -3.9	43149 0.3	41852 -3.0	39435 -5.8
Health % Change	1684	1712 1.7	1554 -9.2	1548 -0.4	1304 -15.8	1287 -1.3	1182 -8.2	977 -17.3
b Non-Occ Hm Ec % Change	81372	81058 -0.4	76693 -5.4	78967 3.0	71542 -9.4	67936 -5.0	68296 0.5	66819 -2.2
c Occ Home Ec % Change	1197	1662 38.8	2725 64.0	2664 -2.2	2757 3.5	2809 1.9	2735 -2.6	2610 -4.6
Marketing % Change	2323	2210 -4.9	2256 2.1	2224 -1.4	2095 -5.8	2017 -3.7	1837 -8.9	1779 -3.2
b Ind Arts % Change	95071	86003 -9.5	89691 4.3	65948 -26.5	69439 5.3	68514 -1.3	62906 -8.2	56771 -9.8
T & I % Change	20423	17888 -12.4	14926 -16.6	14724 -1.4	14097 -4.3	13767 -2.3	13228 -3.9	12187 -7.9
d Other % Change	7875	7115 -9.7	6781 -4.7	6337 -6.5	6508 2.7	6752 3.7	6244 -7.5	5882 -5.8
e Other % Change	282	191 -32.3	139 -27.2	139 0.0	146 5.0	157 7.5	64 -59.2	62 -3.1
Other % Change	.	.	.	.	.	.	.	.

- a) Does not include Industrial Arts Enrollments
b) Nonduplicated data for grades 6-12; reporting procedures for Industrial Arts changed in 1985-86 to include only first session enrollments.
c) "Food Production/Management/Services" programs moved for T&I to Occupational Home Ec in 1983-84/1984-85.
d) General Cooperative
e) Technical

NOTE: All data (except that for Non-Occupational Home Economics and Industrial Arts) were for grades 9-12, all data are nonduplicated counts.

ATTACHMENT 1
ENROLLMENT DATA SHEET
MASSACHUSETTS

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	311994	300559 -3.7	293322 -1.7	285274 -3.4	274536 -3.8	260278 -5.2	245658 -5.6	235350 -4.2
b Vocational % Change	147376	145089 -1.6	123125 -15.1	133050 8.1	122507 -7.9	107956 -11.9	70427 -34.8	66083 -6.2
Agriculture % Change	1788	1460 -18.3	1257 -13.9	1415 12.6	1451 2.5	1416 -2.4	1408 -0.6	974 -30.8
Business % Change	92293	96651 4.7	78441 -18.8	85134 8.5	75084 -11.8	56664 -24.5	25781 -54.5	22062 -14.4
Health % Change	2384	1953 -18.1	1918 -1.8	2124 10.7	2171 2.2	2093 -3.6	1686 -19.4	1609 -4.6
Non-Occ Hm Ec % Change	36203	37570 3.8	31798 -15.4	34461 8.4	32915 -4.5	22045 -33.0	25473 15.6	f .
Occ Home Ec % Change	2774	2157 -22.2	1857 -13.9	2988 60.9	2219 -25.7	6877 209.9	2512 -63.5	2600 3.5
Marketing % Change	4838	4573 -5.5	4086 -10.6	4588 12.3	4926 7.4	4023 -18.3	3386 -15.8	2890 -14.6
Ind Arts % Change	58300	55012 -5.6	42682 -22.4	45170 5.8	37983 -15.9	32357 -14.8	31214 -3.5	g .
T & I % Change	40270	35552 -11.7	33231 -6.5	33905 2.0	34115 0.6	32930 -3.5	28845 -12.4	31508 9.2
c Other % Change	3029	2743 -9.4	2335 -14.9	2896 24.0	2541 -12.3	3953 55.6	6809 72.2	4440 -34.8
d Other % Change	806	1025 27.2	724 -29.4	3423 372.8	1289 -62.3	1510 17.1	. .	571 .
Other % Change	.	.	.	.	.	.	.	.

a) Beginning in 1988-89, reporting process was changed to include only those programs funded through Perkins. In addition, only those programs meeting certain audit standards were counted--hence, the apparent large decline in VE total.

b) Vocational total does not include non-Occupational Home Ec, Industrial Arts or Not Elsewhere Classified enrollments.

c) Technology Education

d) Not Elsewhere Classified (includes Exploratory)

e) There was a misunderstanding among several districts about how to report Occupational Home Ec enrollments, so this figure is inconsistent with that available for other years.

f) Non-Occ. Home Economics is no longer compiled in our annual report.

ATTACHMENT 1
ENROLLMENT DATA SHEET
MICHIGAN

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	518100	505632 -2.4	501634 -0.8	499259 -0.5	489669 -1.9	475958 -2.8	451696 -5.1	430038 -4.8
a Vocational % Change	111323	108639 -2.4	104037 -4.2	103052 -0.9	99928 -3.0	93518 -6.4	89653 -4.1	84450 -5.8
b Agriculture % Change	10351	9282 -10.3	9018 -2.8	8423 -6.6	8323 -1.2	8059 -3.2	7229 -10.3	6686 -7.5
Business % Change	21540	21376 -0.8	21373 -0.0	20467 -4.2	19010 -7.1	16757 -11.9	16041 -4.3	15400 -4.0
Health % Change	8205	8616 5.0	7620 -11.6	7476 -1.9	6394 -14.5	5761 -9.9	5350 -7.1	5181 -3.2
c Non-Occ Hm Ec % Change	72676	64329 -11.5	66018 2.6	70829 7.3	67737 -4.4	65284 -3.6	65216 -0.1	61678 -5.4
Occ Home Ec % Change	11018	10523 -4.5	10242 -2.7	9773 -4.6	9187 -6.0	8825 -3.9	9060 2.7	7705 -15.0
Marketing % Change	16503	16497 -0.0	15650 -5.1	17458 11.6	19331 10.7	17081 -11.6	16819 -1.5	15578 -7.4
Ind Arts % Change	.	.	.	.	.	.	.	.
d T & I % Change	43706	42345 -3.1	40134 -5.2	39455 -1.7	37683 -4.5	37035 -1.7	35154 -5.1	33700 -4.1
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Does not include Non-Occupational Home Economics.

b) Includes CIP Codes 01 and 03.

c) May include counts of students who were also enrolled in wage earning programs.

d) Includes CIP codes 09, 12, 43, 46-49.

NOTE: All data (except that for Non-Occupational Home Economics) are nonduplicated counts; all data are for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
MINNESOTA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	240742	238658 -0.9	237590 -0.4	236622 -0.4	232004 -2.0	224902 -3.1	215671 -4.1	.
a Vocational % Change	112469	111214 -1.1	101300 -8.9	102307 1.0	102438 0.1	96478 -5.8	.	.
Agriculture % Change	14893	14662 -1.6	13160 -10.2	13143 -0.1	13057 -0.7	10406 -20.5	.	.
Business % Change	21249	20923 -1.5	19183 -8.3	21310 11.1	25294 18.7	24315 -3.9	.	.
Health % Change	1698	1693 -0.3	1611 -4.8	1274 -20.9	1015 -20.3	868 -14.5	.	.
Non-Occ Hm Ec % Change	41649	40870 -1.9	38290 -6.3	37521 -2.0	33600 -10.5	33022 -1.7	.	.
Occ Home Ec % Change	.	.	.	.	3008	2195 -27.0	.	.
Marketing % Change	5624	5578 -0.8	5145 -7.8	5410 5.2	5797 7.2	5843 0.8	.	.
Ind Arts % Change	.	.	.	.	.	.	.	.
T & I % Change	21748	21352 -1.8	18706 -12.4	18861 0.8	17166 -9.0	15932 -7.2	.	.
Other % Change	.	.	.	.	3501	3897 11.3	.	.
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Total Vocational Enrollment does not include Non-occupational Home Economics.

ATTACHMENT 1
ENROLLMENT DATA SHEET
MISSISSIPPI

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	226141 .	224743 -0.6	221559 -1.4	218778 -1.3	217335 -0.7	215685 -0.8	210579 -2.4	209567 -0.5
Vocational % Change	102483 .	103950 1.4	105471 1.5	108311 2.7	108612 0.3	97353 -10.4	94060 -3.4	92194 -2.0
Agriculture % Change	14595 .	15120 3.6	15689 3.8	15227 -2.9	14770 -3.0	12602 -16.7	11687 -7.3	11586 -0.9
Business % Change	2972 .	3141 5.7	3390 7.9	3585 5.8	3376 -5.8	3550 5.2	3840 8.2	3723 -3.0
Health % Change	214 .	302 41.1	325 7.6	292 -10.2	221 -24.3	251 13.6	458 82.5	624 36.2
Non-Occ Hm Ec % Change	40260 .	41401 2.8	41852 1.1	44424 6.1	44197 -0.5	36286 -17.9	33654 -7.3	33412 -0.7
Occ Home Ec % Change	2051 .	2312 12.7	2519 9.0	2398 -4.8	1825 -23.9	2862 56.8	3264 14.0	3798 16.4
Marketing % Change	5234 .	5231 -0.1	5195 -0.7	5033 -3.1	6524 29.6	5680 -12.9	5655 -0.4	5503 -2.7
Ind Arts % Change	23700 .	22886 -3.4	23011 0.5	23530 2.3	22632 -3.8	21199 -6.3	21118 -0.4	19154 -9.3
T & I % Change	11959 .	11892 -0.6	11636 -2.2	11774 1.2	12869 9.3	12943 0.6	12643 -2.3	12647 0.0
a Other % Change	1492 .	1624 8.8	1737 7.0	1851 6.6	1959 5.8	1383 -29.4	776 -43.9	537 -30.8
b Other % Change	6 .	41 583.3	117 185.4	197 68.4	239 21.3	597 149.8	943 58.0	1141 21.0
c Other % Change	. .	. .	. .	. .	. .	. .	22 .	69 213.6

a) Occupational Preparation for handicapped

b) Diversified Tech

c) Single Parent

NOTE: Data represent nonduplicated enrollments for grade levels 7-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
MISSOURI

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	255784	249298 -2.5	248731 -0.2	250910 0.9	251258 0.1	245086 -2.5	238591 -2.7	231550 -3.0
a Vocational % Change	127951	121771 -4.8	115236 -5.4	115478 0.2	118732 2.8	116929 -1.5	119397 2.1	110317 -7.6
Agriculture % Change	14764	14505 -1.8	13206 -9.0	12986 -1.7	13244 2.0	13017 -1.7	13363 2.7	13577 1.6
Business % Change	1646	11211 -3.7	10703 -4.5	9461 -11.6	9124 -3.6	9280 1.7	9895 6.6	9406 -4.9
Health % Change	1700	1606 -5.5	1429 -11.0	1323 -7.4	1296 -2.0	1156 -10.8	1200 3.8	1241 3.4
Non-Occ Hm Ec % Change	69512	66926 -3.7	63279 -5.4	66282 4.7	68833 3.9	67681 -1.7	67820 0.2	60459 -10.9
Occ Home Ec % Change	1461	1493 2.2	1367 -8.4	1240 -9.3	1223 -1.0	1158 -5.7	1308 13.0	1211 -7.4
Marketing % Change	9317	9091 -2.4	9618 5.8	9322 -3.1	10226 9.7	10747 5.1	11140 3.7	10954 -1.7
Ind Arts % Change	76797	69766 -9.2	65336 -6.1	62181 -5.1	101545 63.3	99082 -2.4	97420 -1.7	95376 -2.1
I & I % Change	19551	16939 -13.4	15634 -7.7	14862 -4.9	14731 -0.9	13890 -5.7	13695 -1.4	12604 -8.0
b Other % Change	2593	3561 37.3	3380 -5.1	762 -77.5	915 20.1	823 -10.1	976 18.6	865 -11.4
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Vocational Enrollment does not include Industrial Arts & Special Needs.

b) Special Needs; due to duplication in prior counting procedures, only Vocational Preparation Enrollment was collected for Special Needs Programs in 1985-86 and beyond.

NOTE: All Enrollment data (except Industrial Arts and Special Needs) are nonduplicated counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
MONTANA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	45089	45378 0.6	45616 0.5	45951 0.7	45755 -0.4	44177 -3.4	42747 -3.2	41421 -3.1
b Vocational % Change	21440	21535 0.4	21395 -0.7	20999 -1.9	32074 52.7	22120 -31.0	28444 28.6	e 37324 31.2
Agriculture % Change	3394	3236 -6.7	3119 -3.6	3052 -2.1	3443 12.8	2398 -30.4	2817 17.5	3419 21.4
Business % Change	5282	5904 11.8	5583 -5.4	6135 9.9	13871 126.1	8791 -36.4	12456 41.7	15051 20.8
Health % Change	.	.	.	.	.	.	.	.
Non-Occ Hm Ec % Change	8068	7835 -2.9	8228 5.0	7508 -8.8	7553 0.6	4160 -44.9	6340 52.4	11493 81.3
Occ Home Ec % Change	.	.	.	.	980	1507 53.8	980 -35.0	980 0.0
Marketing % Change	1007	1052 4.5	1057 0.5	1027 -2.8	1553 51.2	860 -44.6	1575 83.1	1308 -17.0
c Ind Arts % Change	.	.	.	3605	6409 77.8	5419 -15.4	5726 5.7	9933 73.5
T & I % Change	3689	3508 -4.9	3408 -2.9	3277 -3.8	4674 42.6	4404 -5.8	4276 -2.9	5073 18.6
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

- a) Vocational data for 1986-87 and beyond include 7th and 8th grades; data collection process was changed to accommodate funding system.
- b) Vocational Enrollment does not include Industrial Arts.
- c) Industrial Arts was prevocational until 1984-85; hence no prior data is available.
- d) State funding for vocational was not available for this year--hence, data collection was difficult and far from consistent.
- e) Reflects increased emphasis on middle school data.

NOTE: All vocational data are duplicated counts. Figures for 1986-87 and beyond were not limited to schools which had been involved in the federal funding process. Data for 1989-90 include high school, junior high and middle school enrollments.

ATTACHMENT 1
ENROLLMENT DATA SHEET
NEBRASKA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	82991	81466 -1.8	81380 -0.1	81523 0.2	90367 10.8	88235 -2.4	86167 -2.3	81745 -5.1
a Vocational % Change	132420	127849 -3.5	125056 -2.2	122780 -1.8	124194 1.2	127388 2.6	126781 -0.5	125417 -1.1
Agriculture % Change	7846	7521 -4.1	7183 -4.5	7048 -1.9	6986 -0.9	6898 -1.3	7387 7.1	7575 2.5
Business % Change	49868	48689 -2.4	48324 -0.7	48816 1.0	49068 0.5	50835 3.6	51090 0.5	50356 -1.4
Health % Change	366	279 -23.8	417 49.5	159 -61.9	191 20.1	241 26.2	155 -35.7	121 -21.9
Non Occ Hm Ec % Change	33751	32996 -2.2	31077 -5.8	31132 0.2	31077 -0.2	32225 3.7	32143 -0.3	32317 0.5
Occ Home Ec % Change	102	204 100.0	978 379.4	468 -52.1	1297 177.1	420 -67.6	487 16.0	514 5.5
Marketing % Change	3263	3362 3.0	3026 -10.0	3352 10.8	3723 11.1	4285 15.1	3927 -8.4	3406 -13.3
Ind Arts % Change	30997	29133 -6.0	27793 -4.6	26856 -3.4	27924 4.0	27345 -2.1	26706 -2.3	26125 -2.2
T & I % Change	6227	5665 -9.0	6258 10.5	4949 -20.9	3928 -20.6	5139 30.8	4886 -4.9	5003 2.4
b Other % Change	557	405 -27.3	374 -7.7	367 -1.9	437 19.1	429 -1.8	407 -5.1	1973 384.8
c Other % Change	.	.	.	.	.	5562	2862 -48.5	4756 66.2
Other % Change	.	.	.	.	.	.	.	.

a) Vocational Enrollment does not include "Other" Enrollments.

b) Diversified Occupations

c) Vocational Special Needs

NOTE:

All secondary vocational education delivered through comprehensive high schools; there are no area vocational schools. High School Enrollment data are nonduplicated counts; all vocational data are duplicated counts. All data are for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
NEVADA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	43297 .	43899 1.4	46670 6.3	47878 2.6	49043 2.4	49244 0.4	49032 -0.4	49357 0.7
a Vocational % Change	15427 .	.	13394 .	13075 -2.4	13238 1.2	14076 6.3	10945 -22.2	12253 12.0
Agriculture % Change	608 .	.	661 .	618 -6.5	387 -37.4	416 7.5	452 8.7	499 10.4
Business % Change	6663 .	.	5345 .	5174 -3.2	5286 2.2	5935 12.3	5203 -12.3	6015 15.6
Health % Change	140 .	.	.	143 .	153 7.0	139 -9.2	127 -8.6	163 28.3
Non-Occ Hm Ec % Change	.	.	4812 .	4373 -9.1	4416 1.0	5193 17.6	4679 -9.9	3524 -24.7
Occ Home Ec % Change	296 .	.	170 .	183 7.6	244 33.3	175 -28.3	211 20.6	302 47.1
Marketing % Change	14 .	.	203 .	164 -19.2	405 147.0	588 45.2	693 17.9	708 2.2
Ind Arts % Change	.	.	1889 .	1857 -1.7	1939 4.4	2225 14.7	3547 59.4	2214 -37.6
T & I % Change	7706 .	.	7015 .	6793 -3.2	6763 -0.4	6823 0.9	4259 -37.6	4566 7.2
b Other % Change	126 .	.	624 .	678 8.7	375 -44.7	.	.	.
c Other % Change	.	.	.	.	.	.	107 .	119 11.2
Other % Change	.	.	.	.	.	.	.	.

a) Vocational Enrollments do not include Non-Occupational Home Economics, Industrial Arts and "Other" Enrollments.

b) Not Elsewhere Classified

c) Theatre Design

NOTE: All Enrollment figures are nonduplicated counts for grades 9-12 except Non-occupational Home Economics and Industrial Arts figures which include duplicated counts through 1988-89.

ATTACHMENT 1
ENROLLMENT DATA SHEET
NEW HAMPSHIRE

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
a High School % Change	23873 .	23526 -1.5	22960 -2.4	23071 0.5	24806 7.5	25181 1.5	24097 -4.3	22228 -7.8
b Vocational % Change	11962 .	11590 -3.1	11068 -4.5	10717 -3.2	11043 3.0	10722 -2.9	10206 -4.8	9981 -2.2
Agriculture % Change	1837 .	1570 -14.5	1525 -2.9	1455 -4.6	1422 -2.3	1392 -2.1	1372 -1.4	1350 -1.6
c Business % Change	3585 .	3488 -2.7	3393 -2.7	2904 -14.4	3036 4.5	3122 2.8	2860 -8.4	2607 -8.8
Health % Change	381 .	397 4.2	359 -9.6	319 -11.1	283 -11.3	244 -13.8	315 29.1	344 9.2
d Non-Occ Hm Ec % Change	25273 .	28099 11.2	27539 -2.0	25898 -6.0	27922 7.8	29097 4.2	29524 1.5	30849 4.5
Occ Home Ec % Change	1010 .	1122 11.1	967 -13.8	1076 11.3	1059 -1.6	1091 3.0	1045 -4.2	1087 4.0
Marketing % Change	857 .	828 -3.4	864 4.3	858 -0.7	1039 21.1	898 -13.6	808 -10.0	800 -1.0
d Ind Arts % Change	27822 .	27642 -0.6	27206 -1.6	22331 -17.9	29739 33.2	28184 -5.2	27553 -2.2	27800 0.9
T & I % Change	3924 .	3680 -6.2	3396 -7.7	3416 0.6	3426 0.3	3274 -4.4	3182 -2.8	3178 -0.1
Other % Change	148 .	227 53.4	172 -24.2	163 -5.2	111 -31.9	134 20.7	139 3.7	103 -25.9
e Other % Change	220 .	278 26.4	392 41.0	526 34.2	667 26.8	567 -15.0	485 -14.5	510 5.2
f Other % Change	..	..	..	..	..	..	..	..

a) Nonduplicated data for grades 11-12 only.

b) Nonduplicated data for grades 11-12 only (some duplication possible in Agriculture and Special Ed programs). Total Vocational Enrollment does not include Non-Occupational Home Economics and Industrial Arts Enrollments.

c) Vocational Office Occupations only; Business Education is part of academic/general education.

d) Nonduplicated 7 through 12 Enrollment. These programs are part of the State's General Education requirements; consequently, these Enrollments are not included in the total Vocational Enrollment figure. (High School is defines as grades 7 through 12 in this State.)

e) Diversified Occupations

f) STEP - a specialized, multi-occupational, in-school program for vocational special needs students.

ATTACHMENT 1
ENROLLMENT DATA SHEET
NEW JERSEY

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
a High School % Change	360932 .	371113 -2.6	364741 -1.7	358855 -1.6	346996 -3.3	328165 -5.4	.	.
b Vocational % Change	137975 .	121072 -12.3	126117 4.2	129979 3.1	130409 0.3	124702 -4.4	.	.
b Agriculture % Change	2434 .	2387 -1.9	2346 -1.7	2308 -1.6	2239 -3.0	2127 -5.0	.	.
b Business % Change	208912 .	204816 -2.0	201334 -1.7	198057 -1.6	192115 -3.0	182509 -5.0	.	.
b Health % Change	2486 .	2437 -2.0	2395 -1.7	2356 -1.6	2285 -3.0	2170 -5.0	.	.
c Non-Occ Hm Ec % Change	72580 .	71157 -2.0	69947 -1.7	68808 -1.6	66744 -3.0	63406 -5.0	.	.
Occ Home Ec % Change	.	.	.	.	.	.	.	.
b Marketing % Change	8654 .	8485 -2.0	8341 -1.7	8205 -1.6	7958 -3.0	7560 -5.0	.	.
b Ind Arts % Change	112336 .	110134 -2.0	108261 -1.7	106529 -1.6	103333 -3.0	98166 -5.0	.	.
b I & I % Change	32173 .	31543 -2.0	31006 -1.7	30502 -1.6	29586 -3.0	28106 -5.0	.	.
d Other % Change	1989 .	1950 -2.0	1916 -1.7	1885 -1.6	1828 -3.0	1736 -5.0	.	.
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Nonduplicated 9-12 Enrollment

b) Duplicated 9-12 Enrollment

c) Includes total course enrollments in the Home Economics program area

d) Technical

NOTE: 1982-83, 1984-85 and 1985-86 figures are projected based on actual 1983-84 data. This collection is compiled from district reports on a five-year cycle.

ATTACHMENT 1
ENROLLMENT DATA SHEET
NEW MEXICO

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	98904	117855	117678	117279	117221	117116	116607	116600
	.	.	-0.2	-0.3	-0.0	-0.1	-0.4	-0.0
Vocational % Change	38264	69382	63402	79110	86753	74165	85893	87503
	.	.	-8.6	24.8	7.1	-12.5	15.8	1.9
Agriculture % Change	4292	4139	3910	3846	4212	4128	4477	4402
	.	-3.6	-5.5	-1.6	9.5	-2.0	8.5	-1.7
Business % Change	3230	21239	21429	26546	28882	26891	29498	30945
	.	557.6	0.9	23.9	8.8	-6.9	9.7	4.9
Health % Change	637	563	493	629	316	464	177	218
	.	-11.6	-12.4	27.6	-49.8	46.8	-61.9	23.2
Non-Occ Hm Ec % Change	17150	19851	16753	19776	22482	18167	22830	23689
	.	15.7	-15.6	18.0	13.7	-19.2	25.7	3.8
Occ Home Ec % Change	885	1567	988	828	994	732	885	549
	.	77.1	-36.9	-16.2	20.0	-26.4	20.9	-38.0
Marketing % Change	1857	1953	1570	2344	2345	2216	2196	2381
	.	-0.2	-15.3	49.3	0.0	-5.5	-0.9	8.4
Ind Arts % Change	4777	14685	14264	20745	19924	17715	21551	20648
	.	207.4	-2.9	45.4	-4.0	-11.1	21.7	-4.2
T & I % Change	4831	5051	3763	4188	5466	3700	3928	4269
	.	4.6	-25.5	11.3	30.5	-32.3	6.2	8.7
Other % Change	605	434	238	208	132	152	351	402
	.	-28.3	-45.2	-12.6	-36.5	15.2	130.9	14.5
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Changes in reporting procedures for postsecondary schools led a number of secondary schools to think data would no longer be reported directly to state. Therefore, the decreases in this year are due to erroneous reporting and not necessarily to an actual decline in vocational enrollments.

NOTE: High school enrollments are unduplicated for grades 7-12. Vocational enrollments are duplicated counts; data represent grades 7-12 except for a limited number of school districts where data are for grades 6-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
NEW YORK

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
a High School % Change	934356 .	915517 -2.0	908309 -0.8	892929 -1.7	869532 -2.6	834907 -4.0	791625 -5.2	.
Vocational % Change	343011 .	339768 -0.9	337508 -0.7	319457 -5.3	300369 -6.0	284241 -5.4	270818 -4.7	.
Agriculture % Change	9227 .	9232 0.1	8128 -12.0	8061 -0.8	6689 -17.0	6357 -5.0	6030 -5.1	.
Business % Change	214330 .	210513 -1.8	202772 -3.7	184986 -8.8	168229 -9.1	147755 -12.2	136977 -7.3	.
Health % Change	13726 .	14402 4.9	12653 -12.1	11017 -12.9	9820 -10.9	8933 -9.0	8079 -9.6	.
Non-Occ Hm Ec % Change	.	.	.	.	.	.	.	.
Occ Home Ec % Change	8817 .	7391 -16.2	10345 40.0	7880 -23.8	9812 24.5	10117 3.1	11170 10.4	.
Marketing % Change	15531 .	14648 -5.7	13749 -6.1	14302 4.0	14410 0.8	18480 28.2	17158 -7.2	.
b Ind Arts % Change	197862 .	186223 -5.9	167691 -10.0	142130 -15.2	134151 -5.6	110270 -17.8	98542 -10.6	.
T & I % Change	72689 .	71073 -2.2	76558 7.7	78342 2.3	72963 -6.9	74315 1.9	71314 -4.0	.
c Other % Change	8691 .	12509 43.9	13103 4.7	14869 13.5	18446 24.1	18284 -0.9	20090 9.9	.
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Vocational Enrollments do not include Industrial Arts or Technology Education.

b) In 1986-87, the program area of Industrial Arts was discontinued in New York and a new program entitled Technology took its place.

c) Technical Education

ATTACHMENT 1
ENROLLMENT DATA SHEET
NORTH CAROLINA

	1982-83	a 1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	321822	321253	323851	327105	326435	343092	326598	315474
	.	-0.2	0.8	1.0	-0.2	5.1	-4.8	-3.4
Vocational % Change	222568	199663	225196	226857	230483	223699	214763	205180
	.	-10.3	12.8	0.7	1.6	-2.9	-4.0	-4.5
Agriculture % Change	19099	17127	17307	16864	16584	15717	15047	14273
	.	-10.3	1.1	-2.6	-1.7	-5.2	-4.3	-5.1
Business % Change	72536	70953	83288	85472	86230	82420	78979	75064
	.	-2.2	17.4	2.6	0.9	-4.4	-4.2	-5.0
Health % Change	7026	5870	6224	6078	6270	6272	5989	6630
	.	-16.5	6.0	-2.3	3.2	0.0	-4.5	10.7
Non-Occ Hm Ec % Change	34621	29486	34319	31657	31584	30148	31474	30600
	.	-14.8	16.4	-7.8	-0.2	-4.5	4.4	-2.8
Occ Home Ec % Change	7101	5168	4910	5490	5730	5741	4626	4344
	.	-27.2	-5.0	11.8	4.4	0.2	-19.4	-6.1
Marketing % Change	10722	9388	11653	12428	13903	14225	14120	13784
	.	-12.4	24.1	6.7	11.9	2.3	-0.7	-2.4
Ind Arts % Change	13337	12494	12980	14116	14227	13634	12065	10728
	.	-6.3	3.9	8.8	0.8	-4.2	-11.5	-11.1
T & I % Change	48171	42314	45080	44015	47280	46532	44473	41850
	.	-12.2	6.5	2.1	2.7	-1.6	-4.4	-5.9
b Other % Change	.	.	11	100	304	517	700	804
	.	.	.	809.1	204.0	70.1	35.4	14.9
c Other % Change	6508	4046	6025	6001	5594	5845	4428	4361
	.	-37.8	48.9	-0.4	-6.8	4.5	-24.2	-1.5
d Other % Change	3447	2817	3399	2636	2777	2648	2862	2742
	.	-18.3	20.7	-22.4	5.3	-4.6	8.1	-4.2

a) Three local school systems were not included in the 1983-84 data.

b) Principles of Technology

c) Vocational Development

d) Special Programs

NOTE: All data were reported to be nonduplicated counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
NORTH DAKOTA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	35907	34892 -2.8	35076 0.5	34868 -0.6	34773 -0.3	34625 -0.4	34627 -2.9	32896 -2.2
a Vocational % Change	27118	27447 1.2	25430 -7.3	24047 -5.4	24938 3.7	24734 -0.8	24460 -1.1	24370 -0.4
Agriculture % Change	5326	5064 -4.9	4353 -14.0	4250 -2.4	4044 -4.8	3961 -2.1	3831 -3.3	3960 3.4
b Business % Change	2458	2516 2.4	2678 6.4	2148 -19.8	2384 11.0	2731 14.6	2772 1.5	2801 1.0
Health % Change	439	553 26.0	460 -16.8	336 -27.0	346 3.0	410 18.5	421 2.7	400 -5.0
Non-Occ Hm Ec % Change	10236	10039 -1.9	9337 -7.0	9263 -0.8	8793 -5.1	8908 1.3	8632 -3.1	8340 -3.4
Occ Homo Ec % Change	445	472 6.1	336 -28.8	356 6.0	456 28.1	468 2.6	591 26.3	459 -22.3
Marketing % Change	1408	1308 -7.1	1597 22.1	1507 -5.6	1663 10.4	1542 -7.3	1482 -3.9	1531 3.3
Ind Arts % Change	4294	4780 11.3	4384 -8.3	4067 -7.2	4566 12.3	4225 -7.5	4234 0.2	4533 7.1
T & I % Change	2470	2674 8.3	2245 -16.0	2098 -6.5	2654 26.5	2446 -7.8	2467 0.9	2310 -6.4
c Other % Change	42	41 -2.4	40 -2.4	22 -45.0	32 45.5	43 34.4	30 -30.2	36 20.0
d Other % Change	.	.	.	20	31 55.0	53 71.0	29 -45.3	64 120.7
e Other % Change	.	.	.	.	594	630 6.1	1696 169.2	1828 7.8

a) Vocational Enrollment does not include Sex Equity or Single Parent Programs.

b) Office Education Enrollments only; does not include Business Ed. Please note that the Enrollment system for Office Education changed in 1985-86.

c) Cooperative Education

d) Single Parent/Sex Bias

e) Sex Equity

NOTE: High School Enrollments are nonduplicated; Vocational Enrollments for occupational programs are nonduplicated, for non-occupational they are duplicated. All data are for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
OHIO

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	594425 .	587056 -1.2	584117 -0.5	587569 0.6	585716 -0.3	574121 -2.0	549328 -4.3	.
a Vocational % Change	238362 .	231505 -2.9	222980 -3.7	219868 -1.4	223111 1.5	222822 -0.1	224207 0.6	.
Agriculture % Change	20256 .	19392 -4.3	18995 -2.0	18596 2.1	18037 -3.0	17888 -0.8	17245 -3.6	.
Business % Change	25483 .	24614 -3.4	23291 -5.4	22252 -4.5	21523 -3.3	20818 -3.3	19567 -6.0	.
Health % Change	4008 .	4086 1.9	3774 -7.6	3461 -8.3	3497 1.0	3468 -0.8	3212 -7.4	.
Non-Occ Hm Ec % Change	103045 .	101552 -1.4	98664 -2.8	99777 1.1	103903 4.1	104472 0.5	108484 3.8	.
Occ Home Ec % Change	7356 .	6964 -5.3	6620 -4.9	6449 -2.6	6171 -4.3	6057 -1.8	6046 -0.2	.
Marketing % Change	19527 .	19002 -2.7	18912 -0.5	18401 -2.7	18808 2.2	18881 0.4	19304 2.2	.
Ind Arts % Change	.	.	.	.	.	.	.	.
I & I % Change	58687 .	55895 -4.8	52724 -5.7	50932 -3.4	51172 0.5	51238 0.1	50349 -1.7	.
b Other % Change	9024 .	8223 -8.9	6592 -19.8	8236 24.9	16616 101.7	12563 -24.4	17498 39.3	.
c Other % Change	.	.	.	.	1183 .	914 -22.7	1347 47.4	.
Other % Change	.	.	.	.	.	.	.	.

a) Vocational Enrollment does not include "Other" Enrollments. Data are based on closing Enrollment.

b) Special Needs; increase in 1986-87 due to better identification and more service to special needs population.

c) Entrepreneurship

NOTE: High school Enrollments are nonduplicated; Vocational Enrollments are nonduplicated. All data are for grades 9-12. 128

ATTACHMENT 1
ENROLLMENT DATA SHEET
OKLAHOMA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	170632	171122	173406	177876	173302	173336	166892	159431
a								
Vocational % Change	73183	72299	71193	72662	72604	74196	73236	71476
Agriculture % Change	18300	18122	17740	17570	18101	18199	18240	17683
Business % Change	4056	4027	4312	4318	3870	3890	4086	3933
Health % Change	864	984	975	938	955	1028	1006	1009
Non-Occ Hm Ec % Change	26484	26470	26322	28541	29451	30698	29963	30292
Occ Home Ec % Change	1605	1660	1523	1550	1680	2057	2076	1975
Marketing % Change	3113	2967	3102	2997	3032	3196	3287	3141
b								
Ind Arts % Change								
I & I % Change	15834	15251	14327	14176	13376	15052	14493	13313
c								
Other % Change	2706	2663	2681	2436	2069			
c								
Other % Change	221	155	211	136	70	76	85	130
Other % Change						8.6	11.8	52.9

a) Vocational Enrollments do not include Industrial Arts.

b) Not funded prior to 85-86.

c) CVET (Coordinated Vocational Education & Training); by 1987-88, all these programs had been merged into other occupational divisions.

d) Orientation. More recently, these programs are being offered in the summer months which are not included in the existing database.

ATTACHMENT 1
ENROLLMENT DATA SHEET
OREGON

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	144855 .	146302 1.0	148208 1.3	149143 0.6	147811 -0.9	145017 -1.9	140533 -3.1	.
a Vocational % Change	39173 .	37530 -4.2	36700 -2.2	37771 2.9	42335 12.1	44914 6.1	45482 1.3	.
Agriculture % Change	4766 .	4845 1.7	4714 -2.7	5174 9.8	5824 12.6	6356 9.1	6163 -3.0	.
Business % Change	18085 .	17514 -3.2	17609 0.5	17583 -0.1	20038 14.0	20261 1.1	20079 -0.9	.
Health % Change	597 .	608 1.8	342 -43.8	331 -3.2	446 34.7	518 16.1	525 1.4	.
Non-Occ Hm Ec % Change	.	.	.	.	.	.	.	.
Occ Home Ec % Change	2472 .	2200 -11.0	2019 -8.2	1953 -3.3	2193 12.3	2901 32.3	3178 9.5	.
Marketing % Change	2545 .	2466 -3.1	2485 0.8	2333 18.0	3596 22.6	3561 -1.0	3672 3.1	.
Ind Arts % Change	.	.	.	.	.	.	.	.
T & I % Change	10708 .	9897 -7.6	9531 -3.7	9797 2.8	10238 4.5	11317 10.5	11865 4.8	.
b Other % Change	.	444 .	1727 289.0	1592 -7.8	1992 25.1	2603 30.7	2802 7.6	.
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Vocational Enrollments do not include "other" Enrollments.

b) Not Elsewhere Classified (includes Diversified Occupations, Hospitality, Recreation, Tourism, and various cluster combinations for unusual occupation mixes).

NOTE: Enrollment is collected only for those programs eligible for Carl Perkins funds; hence no data on Home Economics and Industrial Arts. All reported Enrollment data are nonduplicated counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
PENNSYLVANIA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	589698	573623 -2.7	565807 -1.4	562049 -0.7	546825 -2.7	529564 -3.2	500407 -5.5	480491 -4.0
a Vocational % Change	242069	225449 -6.9	205762 -8.7	188963 -8.2	168535 -10.8	150507 -10.7	130718 -13.1	.
Agriculture % Change	12728	11718 -7.9	11122 -5.1	10267 -7.7	9443 -8.0	8445 -10.6	6918 -18.1	.
Business % Change	61146	56198 -8.1	50322 -10.5	45108 -10.4	39966 -11.4	35640 -10.8	26276 -26.3	.
Health % Change	4866	5168 6.2	5081 -1.7	4557 -10.3	4210 -7.6	3593 -14.7	3262 -9.2	.
Non-Occ Hm Ec % Change	54728	50698 -7.4	44846 -11.5	46338 3.3	45307 -2.2	37439 -17.4	32390 -13.5	.
Occ Home Ec % Change	10032	9845 -1.9	9002 -8.6	8419 -6.5	7502 -10.9	6613 -11.9	6185 -6.5	.
Marketing % Change	8856	7684 -13.2	7071 -8.0	6263 -11.4	5809 -7.2	5202 -10.4	4564 -12.3	.
Ind Arts % Change	.	.	.	.	.	600	540 -10.0	.
T & I % Change	68686	64511 -6.1	59569 -7.7	54848 -7.9	50822 -7.3	48330 -4.9	45604 -5.6	.
Other % Change	12200	11088 -9.1	10983 -0.9	5686 -48.2	5476 -3.7	5245 -4.2	5519 5.2	.
b Other % Change	8827	8539 -3.3	7766 -9.1	7477 -3.7	.	.	.	.
c Other % Change	.	.	.	.	.	.	.	.

a) Vocational Enrollment does not include Industrial Arts. In 1987-88 the 90E began approving programs in Industrial Arts.

b) Not Elsewhere Classified (beginning in 1985-86, Work Experience enrollments were no longer collected).

c) Technical Education, as of 1986-87, Technical Education is included in T&I.

NOTE: All data are nonduplicated counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
RHODE ISLAND

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	.	46065	43775 -5.0	42933 -1.9	41624 -3.0	39835 -4.3	37679 -5.4	36188 -4.0
a Vocational % Change	35044	37689	35312 -6.3	31057 -12.0	28635 -7.8	26503 -7.4	23573 -11.1	22143 -6.1
Agriculture % Change	841	771 -8.3	765 -0.8	501 -34.5	533 6.4	397 -25.5	155 -61.0	82 -47.1
Business % Change	15275	16222 6.2	14876 -8.3	13905 -6.5	12459 -10.4	13184 5.8	10724 -18.7	9761 -9.0
Health % Change	430	237 -44.9	322 35.9	311 -3.4	300 -3.5	230 -23.3	249 8.3	387 55.4
Non-Occ Hm Ec % Change	13860	15969 15.2	15596 -2.3	12226 -21.6	11742 -4.0	9386 -20.1	9650 2.8	9710 0.6
Occ Home Ec % Change	.	.	.	.	.	.	.	.
Marketing % Change	728	691 -5.1	512 -25.9	566 10.5	389 -31.3	287 -26.2	270 -5.9	256 -5.2
Ind Arts % Change	725	1464 101.9	1786 22.0	1937 8.5	8038 315.0	7996 -0.5	6994 -12.5	6771 -5.2
T & I % Change	3910	3799 -2.8	3241 -14.7	3548 9.5	3212 -9.5	3019 -6.0	2525 -16.4	1947 -22.9
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Vocational Enrollment does not include Industrial Arts.

NOTE: Vocational Enrollments are nonduplicated counts from 1986-87 to present. In previous reporting these data were duplicated counts.

ATTACHMENT 1
ENROLLMENT DATA SHEET
SOUTH CAROLINA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	185257 .	182661 -1.4	181949 -0.4	182787 0.5	185131 1.3	184953 -0.1	179079 -3.2	.
Vocational % Change	123917 .	125249 1.1	123335 -1.5	116000 -5.9	116066 0.1	114044 -1.7	107151 -6.0	108481 1.2
Agriculture % Change	9042 .	8845 -2.2	7975 -9.8	7293 -8.6	6673 -8.5	6518 -2.3	6086 -6.6	5743 -5.6
Business % Change	39021 .	40172 2.9	43907 9.3	43476 -1.0	44342 2.0	44091 -0.6	41543 -5.8	42263 1.7
Health % Change	1228 .	1491 21.4	1203 -19.3	1125 -6.5	1363 21.2	1311 -3.8	1109 -15.4	1110 0.1
Non-Occ Hm Ec % Change	28776 .	28397 -1.5	27512 -3.1	23344 -15.1	22904 -1.9	21779 -4.9	20453 -6.1	19961 -2.4
Occ Home Ec % Change	1839 .	2069 12.5	1841 -11.0	1953 6.1	1697 -13.1	1795 5.8	1748 -2.6	1877 7.4
Marketing % Change	4357 .	3982 -8.6	3763 -5.5	3529 -6.2	3668 3.9	3722 1.5	3622 -2.7	3316 -8.4
Ind Arts % Change	4339 .	4144 -4.5	4253 2.6	3937 -7.4	3773 -4.2	3724 -1.3	2365 -36.5	2227 -5.8
T & I % Change	22765 .	23485 3.2	20416 -13.1	19565 -4.2	19501 -0.3	20242 3.8	18392 -9.1	18695 1.6
a Other % Change	12550 .	12655 0.8	12465 -1.5	11778 -5.5	12145 3.1	10862 -10.6	8998 -17.2	8436 -6.2
b Other % Change	.	.	.	.	.	.	2835 .	3651 28.8
c Other % Change	.	.	.	.	.	.	.	1200 .

a) Prevocational

b) Industrial Technology Education

c) Applied Vocational Math and Principles of Technology

NOTE: All data are nonduplicated counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
SOUTH DAKOTA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	37330 .	36158 -3.1	36085 -0.2	36007 -0.2	35633 -1.0	35066 -1.6	34001 -3.0	36645 7.5
Vocational % Change	17858 .	18694 4.7	18825 0.7	14758 -21.7	16385 11.2	15061 -8.1	14696 -2.4	15330 4.3
Agriculture % Change	3221 .	3345 3.8	3156 -5.7	3003 -4.8	3435 14.4	3604 4.9	3400 -5.7	3451 1.5
Business % Change	662 .	681 2.9	593 -12.9	659 11.1	816 23.8	631 -22.7	620 -1.7	501 -19.2
Health % Change	354 .	324 -8.5	264 -18.5	256 -3.0	247 -3.5	217 -12.1	209 -3.7	196 -6.2
Non-Occ Hm Ec % Change	10127 .	11430 12.9	11528 0.9	8236 -28.6	9469 15.0	8162 -13.8	7854 -3.8	8764 11.6
Occ Home Ec % Change	208 .	193 -7.2	188 -2.6	185 -1.6	171 -7.6	147 -14.0	281 91.2	322 14.6
Marketing % Change	1144 .	843 -26.3	833 -1.2	765 -8.2	780 2.0	790 1.3	702 -11.1	600 -14.5
Ind Arts % Change	.	.	.	.	.	.	.	.
T & I % Change	2142 .	1878 -12.3	2263 20.5	1634 -27.8	1467 -10.2	1510 2.9	1432 -5.2	1333 -6.9
Other % Change	.	.	.	.	.	.	198 .	163 -17.7
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Special Needs

NOTE: High school Enrollments are nonduplicated; Vocational Enrollments are duplicated. All data are for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
TENNESSEE

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	457850	453419 -1.0	448116 -1.2	444071 -0.9	444318 0.1	439938 -1.0	436384 -0.8	431910 -1.0
a Vocational % Change	152580	191110	178294 -6.7	187126 5.0	194092 3.7	187729 -3.3	179402 -4.4	181394 1.1
Agriculture % Change	19604	19537 -0.3	18048 -7.6	18475 2.4	19163 3.7	18196 -5.0	18126 -0.4	17253 -4.8
Business % Change	18929	20271 7.1	19108 -5.7	22752 19.1	25940 14.0	27150 4.7	25402 -6.4	25366 -0.1
Health % Change	3482	4483 28.7	4029 -10.1	3850 -4.4	3974 3.2	3983 0.2	4046 1.6	4209 4.0
Non-Occ Hm Ec % Change	53820	48969 -9.0	47646 -2.7	47982 0.7	46566 -3.0	46265 -0.6	42008 -9.2	44884 6.8
Occ Home Ec % Change	.	6957	5282 -24.1	6429 21.7	8939 39.0	6714 -24.9	6619 -1.4	7069 6.8
Marketing % Change	10659	10858 1.9	10307 -5.1	10564 2.5	11099 5.1	11384 2.6	11432 0.4	11261 -1.5
Ind Arts % Change	.	36718	33594 -8.5	33449 -0.4	33013 -1.3	28246 -14.4	26117 -7.5	25374 -2.8
T & I % Change	46086	43122 -6.4	40217 -6.7	43477 8.1	45188 3.9	45418 0.5	44998 -0.9	45374 0.8
b Other % Change	.	195	63 -67.7	148 134.9	210 41.9	373 77.6	654 75.3	604 -7.6
c Other % Change	.	16352	17444 6.7	14804 -15.1	14360 -3.0	14196 -1.1	12922 -9.0	13092 1.3
d Other % Change	.	.	.	.	.	.	1487	2777 86.8

a) Vocational Enrollment does not include Special or Pilot Programs.

b) Technical Education

c) Special Programs

d) Pilot programs

NOTE: All data are for grades 6-12. Vocational data are duplicated counts; High School Enrollment are nonduplicated.

ATTACHMENT 1
ENROLLMENT DATA SHEET
TEXAS

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	857103	868761	891337	906419	892061	.	917519	.
a Vocational % Change	379536	387796	391624	399135	390143	401187	444161	.
Agriculture % Change	60138	59687	55936	54493	55307	58239	86282	.
Business % Change	27242	29440	30313	32159	33159	35573	45741	.
Health % Change	6356	6599	5671	5951	6330	6458	7534	.
Non-Occ Hm Ec % Change	195147	202265	205548	190272	178900	184743	181859	.
b Occ Home Ec % Change	.	.	.	20801	20811	20925	20376	.
Marketing % Change	26520	27467	29760	29663	30011	29970	26221	.
Ind Arts % Change	1710	1556	3343	4393	1.2	-0.1	-12.5	.
I & I % Change	62368	60781	61034	61403	59735	57790	76148	.
c Other % Change	1765	1557	3362	4393	5890	7489	.	.
d Other % Change	.	.	.	15869	17981	17597	.	.
e Other % Change	.	.	.	.	13.3	-2.1	56968	.

a) Vocational "Enrollment does not include Industrial Arts, Occupational Orientation/Pre-Voc Ed or Industrial Technology enrollments.

b) Data were not collected separately for this activity during 1982-83 through 1984-85.

c) Technical/ beginning in school year 1988-89, these enrollments counted within T&I.

d) Occupational Orientation/Pre-Vocational Education

e) Industrial Technology

NOTE: Data for service areas are for grades 9-12 and are verified for 1985-86 and beyond. High School Enrollments are nonduplicated. Vocational data are nonduplicated for the most part; however, some "overcounting" occurs in all areas as well as some duplication among Non-occupational Home Economics students.

ATTACHMENT 1
ENROLLMENT DATA SHEET
UTAH

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	44243 .	45147 2.0	45374 0.5	46867 3.3	50184 7.1	51760 3.1	51876 0.2	.
Vocational % Change	45225 .	45020 -0.5	39730 -11.8	35638 -10.3	41789 17.3	42876 2.6	45611 6.4	.
Agriculture % Change	5710 .	3863 -32.3	3902 1.0	4114 5.4	4326 5.2	3829 -11.5	4112 7.4	.
Business % Change	29601 .	28154 -4.9	27603 -2.0	31262 13.3	33573 7.4	35862 6.8	32869 -8.3	.
Health % Change	6146 .	1827 -70.3	2123 16.2	2296 8.1	2375 3.4	2698 13.6	3348 24.1	.
Non-Occ Hm Ec % Change	20050 .	17337 -13.5	19839 14.4	21560 8.7	24668 14.4	23943 -2.9	24848 3.8	.
Occ Home Ec % Change	4639 .	5263 13.5	4533 -13.9	4768 5.2	5087 6.7	5706 12.2	5728 0.4	.
Marketing % Change	10936 .	7380 -32.5	8335 12.9	8860 6.3	10471 18.2	10880 3.9	11981 10.1	.
Ind Arts % Change	3708 .	185 -95.0	680 267.6	11326 1565.6	13116 15.8	13674 4.3	13222 -3.3	.
T & I % Change	30841 .	24778 -19.7	25044 1.1	19823 -20.8	21637 9.2	22315 3.1	21916 -1.8	.
a Other % Change	.	.	.	273 .	488 78.8	460 -5.7	1539 234.6	.
b Other % Change	.	.	.	.	.	359 .	253 -29.5	.
Other % Change	.	.	.	.	.	.	.	.

a) Guidance

b) Vocational Core

NOTE: All enrollment data include grades 11-12 only. High School Enrollments are nonduplicated. Some duplication exists in total Vocational Enrollment figures. All data for vocational service areas are duplicated.

ATTACHMENT 1
ENROLLMENT DATA SHEET
VERMONT

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School	4334	43005	42500	41501	40281	42659	41340	41057
% Change	.	-0.8	-1.2	-2.4	-2.9	5.9	-3.1	-0.7
Vocational	6515	5122	5000	5126	4898	4471	4430	4046
% Change	.	-21.4	-2.4	2.5	-4.6	-8.5	-0.9	-8.7
Agriculture	648	735	536	476	435	334	464	374
% Change	.	13.4	-27.1	-11.2	-8.6	-23.2	38.9	-19.4
Business	1606	719	1216	1332	946	938	909	782
% Change	.	-55.2	69.1	9.5	-29.0	-0.8	-3.1	-14.0
Health	503	250	172	158	173	117	141	168
% Change	.	-50.3	-31.2	-8.1	9.5	-32.4	20.5	19.1
Non-Occ Hm Ec	.	.	.	.	.	.	.	.
% Change	.	.	.	.	.	.	.	.
Occ Home Ec	758	325	579	607	648	547	525	499
% Change	.	-57.1	78.2	4.8	6.8	-15.6	-4.0	-5.0
Marketing	356	306	355	342	337	356	361	384
% Change	.	-14.0	16.0	-3.7	-1.5	5.6	1.4	6.4
a Ind Arts	.	.	.	.	.	.	.	.
% Change	.	.	.	.	.	.	.	.
I & I	2644	2787	2142	2208	2349	2179	2030	1839
% Change	.	5.4	-23.1	3.1	6.4	-7.2	-6.8	-9.4
Other	.	.	.	.	.	.	.	.
% Change	.	.	.	.	.	.	.	.
Other	.	.	.	.	.	.	.	.
% Change	.	.	.	.	.	.	.	.
Other	.	.	.	.	.	.	.	.
% Change	.	.	.	.	.	.	.	.

a) Vermont does not collect data for these programs.

NOTE: All data are nonduplicated. High school totals are for grades 9-12. Vocational enrollments are for grades 11 and 12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
VIRGINIA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	293012 .	291985 -0.4	297906 2.0	302866 1.7	301679 -0.4	294047 -2.5	283156 -3.7	.
Vocational % Change	347062 .	350955 1.1	347856 -0.9	345380 -0.7	337278 -2.3	340492 1.0	414946 21.9	.
Agriculture % Change	23078 .	21803 -5.5	20716 -5.0	20099 -3.0	19029 -5.3	19072 0.2	20875 9.5	.
Business % Change	106037 .	116445 9.8	119762 2.8	120113 0.3	117720 -2.0	114716 -2.6	139778 21.8	.
Health % Change	3333 .	3449 3.5	3361 -2.6	2942 -12.5	2913 -1.0	2900 -0.4	3106 7.1	.
Non-Occ Hm Ec % Change	73451 .	71021 -3.3	69303 -2.4	67922 -2.0	64361 -5.2	67124 4.3	91024 35.6	.
Occ Home Ec % Change	4704 .	4686 -0.4	4782 2.0	4896 2.4	5188 6.0	5236 0.9	5344 2.1	.
Marketing % Change	15050 .	14208 -5.6	15068 6.1	15637 3.8	16020 2.4	16498 3.0	17187 4.2	.
Ind Arts % Change	76750 .	76279 -0.6	72065 -5.5	70867 -1.5	68761 -3.1	71597 4.1	94294 31.7	.
T & T % Change	33067 .	31139 -5.8	30849 -0.9	30378 -1.5	31049 2.2	31148 0.3	30755 -1.3	.
a Other % Change	8928 .	8826 -1.1	8374 -5.1	8789 5.0	8422 -4.2	8191 -2.7	8578 4.7	.
b Other % Change	2664 .	3099 16.3	3376 15.4	3637 1.7	3761 3.4	3930 4.5	3898 -0.8	.
c Other % Change	.	.	.	.	54 .	80 48.1	107 33.8	.

a) Disadvantaged

b) Handicapped

c) Gifted (these programs were not offered prior to 1986-87)

NOTE: All data are reported to be nonduplicated counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
WASHINGTON

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	232735 .	234170 0.6	239595 2.3	242803 1.3	242139 -0.3	236683 -2.3	.	.
Vocational % Change	169889 .	165505 -2.6	164971 -0.3	173217 5.0	186052 7.4	191134 2.7	.	.
Agriculture % Change	18242 .	16989 -6.9	15625 -8.0	15917 1.9	16200 1.8	16116 -0.5	.	.
Business % Change	58742 .	60893 3.7	62520 2.7	65313 4.5	72446 10.9	71872 -0.8	.	.
Health % Change	905 .	776 -14.3	583 -24.9	683 17.2	615 -10.0	637 3.6	.	.
Non-Occ Hm Ec % Change	56317 .	52657 -6.5	50845 -3.4	52022 2.3	52986 1.9	54781 3.4	.	.
Occ Home Ec % Change	1158 .	1220 5.4	867 -28.9	1013 16.8	1027 1.4	1060 3.2	.	.
Marketing % Change	9323 .	8559 -8.2	9124 6.6	10225 12.1	11790 15.3	12471 5.8	.	.
Ind Arts % Change	10245 .	9764 -4.7	10691 9.5	11848 10.8	14041 18.5	16528 17.7	.	.
I & I % Change	11321 .	10816 -4.5	11076 2.4	12069 9.0	12427 3.0	12559 1.1	.	.
a Other % Change	3636 .	3831 5.4	3640 -5.0	4172 14.6	4493 7.7	5065 12.7	.	.
b Other % Change	.	.	.	.	27 .	⁴⁵ 66.7	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Diversified Occupations

b) Technical

NOTE: All data are reported to be nonduplicated counts for grades 9-12.

ATTACHMENT 1
ENROLLMENT DATA SHEET
WEST VIRGINIA

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	103807	99620 -4.0	98659 -1.0	99972 1.3	100059 0.1	104771 4.7	98586 -5.9	98728 0.1
a Vocational % Change	80576	82255 2.1	82507 0.3	85226 3.3	86073 1.0	75884 -11.8	98385 29.7	.
Agriculture % Change	5945	5831 -1.9	5820 -0.2	5679 -2.4	5861 3.2	5604 -4.4	5622 0.3	.
Business % Change	25553	27352 7.0	29079 6.3	29761 2.3	29511 -0.8	27976 -5.2	31805 13.7	.
Health % Change	1369	1275 -6.9	1264 -0.9	1269 0.4	1276 0.6	1247 -2.3	1315 5.5	.
Non-Occ Hm Ec % Change	21493	21578 0.4	21297 -1.3	23206 9.0	24767 6.7	24566 -0.8	32753 33.3	.
Occ Home Ec % Change	1278	1245 -2.6	1190 -4.4	1212 1.8	1180 -2.6	1163 -1.4	1075 -7.6	.
Marketing % Change	3418	3285 -3.9	3630 10.5	3469 -4.4	3462 -0.2	3519 1.6	3497 -0.6	.
b Ind Arts % Change	.	.	.	17876	16965 -5.1	10480 -58.2	20580 96.4	.
I & I % Change	13814	12974 -6.1	12172 -6.2	12472 2.5	12445 -0.2	11809 -5.1	12328 4.4	.
c Other % Change	7657	8641 12.9	7974 -7.7	7964 -0.1	7494 -5.9	6021 -19.7	7125 18.3	.
d Other % Change	49	74 51.0	81 9.5	194 139.5	77 -60.3	140 81.8	865 517.9	.
Other % Change	.	.	.	.	.	.	.	.

a) Vocational Enrollment does not include Industrial Arts.

b) Industrial Arts includes grades 7-12; data not available prior to 1985-86.

c) Career Exploration

d) Remedial

ATTACHMENT 1
ENROLLMENT DATA SHEET
WISCONSIN

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	211057	214264 1.5	203547 -5.0	193571 -4.9	190088 -1.8	188100 -1.0	.	.
Vocational % Change	141321	140941 -0.3	132086 -6.3	125670 -4.9	128423 2.2	125593 -2.2	.	.
Agriculture % Change	8890	9268 4.3	7376 -20.4	7344 -0.4	6639 -9.6	6524 -1.7	.	.
Business % Change	59857	62956 5.2	61431 -2.4	60537 -1.5	57529 -5.0	55020 -4.4	.	.
Health % Change	747	838 12.2	675 -19.5	556 -17.6	358 -35.6	411 14.8	.	.
Non-Occ Hm Ec % Change	16020	15358 -4.1	13607 -11.4	14208 4.4	13492 -5.0	12705 -5.8	.	.
Occ Home Ec % Change	3002	3059 1.9	3106 1.5	2571 -17.2	2762 7.4	3657 32.4	.	.
Marketing % Change	5687	5969 5.0	5769 -3.4	6166 6.9	6828 10.7	6677 -2.2	.	.
Ind Arts % Change	.	.	.	.	.	.	.	.
T & I % Change	46134	42773 -7.3	39510 -7.6	32673 -17.3	38336 17.3	37952 -1.0	.	.
Other % Change	984	720 -26.8	612 -15.0	1615 163.9	2479 53.5	2647 6.8	.	.
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Special Needs

NOTE: All data are reported to be nonduplicated counts for grades 9-12 (Vocational also includes some ungraded Enrollments).

ATTACHMENT 1
ENROLLMENT DATA SHEET
MICHIGAN

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
High School % Change	43106	43008 -0.2	43855 2.0	44075 0.5	43176 -2.0	42245 -2.2	42013 -0.5	.
Vocational % Change	46663	47979 2.8	49984 4.2	59006 18.0	62619 6.1	45322 -27.6	48687 7.4	.
Agriculture % Change	2206	2131 -3.4	2516 18.1	2995 19.0	2329 -22.2	2012 -13.6	1958 -2.7	.
Business % Change	13832	15127 9.4	15800 4.4	20582 30.3	21495 4.4	14917 -30.6	14889 -0.2	.
Health % Change	578	538 -6.9	290 -46.1	873 201.0	403 -53.8	398 -1.2	249 -37.4	.
a Non-Occ Hm Ec % Change	11100	10986 -1.0	11158 1.6	11166 0.1	14347 28.5	11104 -22.6	11864 6.8	.
Occ Home Ec % Change	.	.	.	.	.	.	.	.
Marketing % Change	2024	1647 -18.6	2172 31.9	3997 84.0	1429 -64.2	1264 -11.5	1503 18.9	.
Ind Arts % Change	.	.	.	.	.	.	.	.
b T & I % Change	16923	17550 3.7	18048 2.8	19395 7.5	22616 16.6	15627 -30.9	16504 5.6	.
Other % Change	.	.	.	.	.	.	1720	.
Other % Change	.	.	.	.	.	.	.	.
Other % Change	.	.	.	.	.	.	.	.

a) Non-occupational Home Economics Enrollments only; does not include Occupational Home Economics.

b) T&I includes Industrial Arts Enrollments, except in school years 1985-86 and 1986-87.

NOTE: All Enrollment data are for grades 7-12. High School Enrollments are nonduplicated; Vocational data are duplicated.